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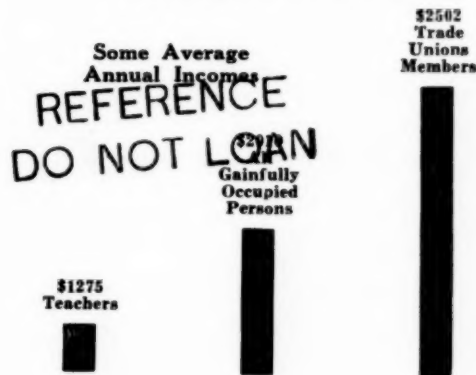
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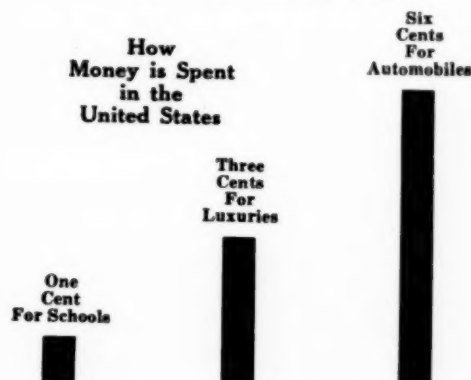
# AMERICAN TEACHER

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

THE TEACHERS' STANDARD OF LIVING  
DEPENDS ON SALARIES



IS OUR SCHOOL BILL TOO HIGH?



DEMOCRACY IN EDUCATION

EDUCATION FOR DEMOCRACY

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APRIL, 1930

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**THE OPEN ROAD**

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# The American Teacher

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APRIL, 1930

Two Dollars a Year

## Lo! The Poor School Teacher!

By H. P. Dole, Vice-President San Francisco Federation of Teachers, Local 61

The narrative which follows depicts the life story of a school teacher which we believe to be typical of the teaching profession in America today.

George Stubbs, the central figure of our story, was born in a city in the middle west. Brought up under the influence of the church, his early life was devoid of many of the thrills so characteristic of modern life in some of our larger cities. George was a faithful attendant at his Sunday School and church services, and his service to his fellow men through his religious devotion gradually impelled him to undertake a wider and more useful career as a teacher in the public schools of his native state.

The requirements for teaching in the high schools of his state were to him rather strenuous since graduation from an accredited university was necessary. This meant four years of sacrifice and toil. However, George undertook the task feeling that the end justified the means, and by hard work in selling books, life insurance and other odd jobs through his vacations, he at last succeeded in reaching the coveted goal. He became a full-fledged teacher, eligible for a position in the high schools of the state.

Through his church affiliations, he easily secured a position as teacher of mathematics in the high school of his native city. He did not realize it at the time, but the chief reason for his appointment was the fact that the chairman of the local school board was also superintendent of the Sunday School as well as the senior deacon in the church.

Having a robust constitution, a good education and some four years of salesmanship experience, George soon came to the notice of the business men of his city. No less than four flattering offers were made to him to enter business. One offer was particularly alluring. He was told that

if he would take a course in commercial work he might have the position of secretary to the president of the city's largest industry. He was assured that through close attention to the details of the business he stood in line for promotion to a high-salaried position and possibly a partnership in the growing concern. It was even hinted to him that he might be of inestimable service to his fellow men in all walks of life, but to all these arguments George stated his firm conviction that he felt called to be of service to the younger generation through teaching in the public schools.

True, the salaries paid to teachers were not to be compared to those paid for similar service in the business field, but George felt that "the laborer was worthy of his hire" as the scripture says, and he further believed that through some mysterious working of Providence the good people of the city would recognize his worth and increase the salaries of himself and his fellow teachers to equal those paid for similar service in the business and industrial fields.

With that spirit of optimism which so characterizes the profession, he cheerfully set to work at his appointed task. He had felt all along that school teaching must be somewhat of a "snap" since the hours of labor were not long and the classes he had to teach were young and therefore easily managed.

Very soon a great awakening came to George. He found that his work at school was but a fraction of the labor he was called upon to perform in teaching. Reams of test papers had to be carried home each night, and the marking of these papers often kept him grinding away until long past the business man's hour for retiring. His work had to be carefully planned in advance. He was compelled to keep abreast of the times in his methods of teaching, which meant that extra courses in the university had to be undertaken.



Unable to attend many of these classes, he found it necessary to take extension courses by mail. This became an extra burden upon his time and purse. Family sickness was added to his list of worries. His meagre salary of \$100 per month was barely sufficient to keep the home fires burning without any disaster such as sickness or additional expenses. He decided to lay the matter before the Board of Education and thus secure relief from his oppressive financial burdens.

He interviewed the School Superintendent and urged him to press his claims for more pay upon the Board. He was told by the Superintendent that the salaries already paid were hopelessly inadequate, and that he would do all he could to have the situation alleviated. True to his word the Superintendent did place the situation before the Board, but that august body of men solemnly averred that with new streets opening up in the growing city, the City Council felt that increased appropriations must be made for paving contracts, sewers, electric and gas connections, etc., and that the present was not the time for any increased taxation for school purposes. Indeed, the City Council told the School Board that they must in some way or other actually decrease their budget in order to keep down the growing tax rate in the city.

The School Board went into solemn conclave with their Superintendent on the question, and it was decided that in order to hold his position, the Superintendent **MUST** in some way or other inaugurate a system of rigid economy in the school department. This was accordingly done by increasing the size of the classes in the schools. About this time an experiment had been tried in one of the universities, to determine the effect of size of classes on the results achieved. It was found that a professor could lecture to fifty or a hundred students as easily as he could to twenty, and that the results of his lectures were about the same with large classes as with small groups. This gave the Superintendent his cue. On several occasions, the learned Superintendent announced from the public platform that experiments had shown that just as good results could be secured in teaching large classes as in small ones, therefore the classes in the public schools should in future be larger in order to reduce the educational budget for the ensuing year. He was

careful not to mention that the experiment referred to was undertaken in a university where the teaching was done by the lecture method, and that the students were grown-up men and women from a selected group of individuals who were most anxious to secure the college credits they were paying for. None of these facts was disclosed to the audiences addressed. The inference was that this experiment had been tried successfully in the public schools, with young children as the subjects of the experiment.

The teachers decided that they would not submit to the great injustice done them without a struggle. They held indignation meetings and passed all sorts of resolutions. They even went so far as to appoint a committee to wait upon the School Board and present their grievances. The Board received them with all the dignity which a School Board of a small city could muster, and frankly told them that their superintendent had recommended that the classes be increased in size, and that, since this experiment had already been proven a success elsewhere, they were determined that it should receive a fair trial in their city as well.

Feeling that they had been treated like a lot of unruly school boys, this committee reported the results of their conference to their confreres, and went back to their classes, now numbering forty to fifty as against thirty under the former system.

It soon became evident that about the only thing the teachers could do under the circumstances was to "keep school" and not to "teach school." It required all their time and energy to maintain discipline with such large groups of students, and teaching became the assignment and hearing of lessons, much as was done in our grandfather's day.

Pupils who formerly took a real and vital interest in their work now lost interest in school and wanted to quit. The State law prevented this since all pupils must remain in school until they had reached the age of sixteen. Harsh measures were of necessity resorted to in order to keep order and discipline in the classroom. Parents complained of the unrest among their children. They insisted that the school work be made more interesting than it was, with the result that the teachers were forced to assign only those portions



of the work which offered the least resistance to the children's minds, neglecting the vital fact that these children were being pushed through the grades with but half the preparation for their duties as citizens that was formerly given to graduates of the schools. Exhibitions of school work became the order of the day, and many of the parents who visited the schools and viewed this display of talent went away feeling that their schools were indeed working marvels with the young of that thriving city. Little did they know that this same show work was a subterfuge on the part of a desperate teaching force to hide the real situation. In after years, these same children when brought into competition with the well-trained men and women from other states and other cities would not be able to hold their own in the keen competition of business and industrial life. But the ever-increasing cry to "keep down school taxes" prevented any relief whatever.

Then came the great world war. What a catastrophe for the tired school teachers! When the war ended, it was found that a complete revolution had taken place in the industrial world. The cost of living had so advanced that the 1914 dollar was worth no more than 64c, and yet the teachers' salaries remained the same!

Workers in all other lines had organized in labor groups and had dictated to their employers the wages they were to receive. A suggestion was made to George that he should start a movement towards the organization of a branch of the Teachers Federation, affiliated with the American Federation of Labor. George met the suggestion with haughty disdain. What! Mix with the laboring men? Rub elbows with the man in overalls? Never! Such action was highly unprofessional and beneath the dignity of the cultured school teacher. The Superintendent and the School Board fostered this feeling, declaring that the teaching profession was one peculiarly set apart from the rest of the working world, and that communion with the laboring classes would result in certain defilement to the teaching profession.

As time went on, the pinch of poverty was more and more felt among the teachers. They complained that carpenters, who were thoroughly organized, earned \$9.00 per day, while they in their white-collared positions received only a fraction over \$3.00.

The Labor Council, knowing the desperate plight of the teachers, graciously invited them to one of their meetings. Of the five hundred teachers in the city about a score attended this meeting. These teachers were told that if they would organize a branch of the Teachers Federation and affiliate with the American Federation of Labor, the Labor Council would back them in their struggle for better salaries and better working conditions.

Twelve teachers decided to take the plunge, although they did so with many misgivings. George was approached by this group and asked to become a charter member of the new Teachers Federation. He refused to join. Openly he stated that he considered it very unprofessional to organize against their own employers, and besides such a move was not favored by either the Superintendent of Schools or the members of the School Board, therefore those who displeased the powers that be would never get promotion in the service if they persisted in their determination to form a teachers union. In his heart, George thought that he could ill afford to offend his superior officers for, should he lose his position, he felt there was nothing else in the world he could do for a living. He had associated with children so long that he was regarded as "a man among boys, but a boy among men." A half loaf was to him better than no bread and, even if the movement proved a success, he would benefit by the work of others, for should a general raise in salaries result, he would receive his increase with the others, and that without offense to any person. Little did he know the contempt the progressive teachers in the department held in their hearts toward him. Little did he know of the contempt of the Superintendent and the Board for his cowardly attitude. Had he realized these things he would have thrown himself whole-heartedly into the fight for adequate pay for his services to the city and to the nation.

The Federation at length became a reality. When the Board found that their warnings had been unheeded, they held a solemn conclave at which they decided that those teachers who had defied the Board in forming their union must be disciplined. They therefore issued an order that unless this branch of the Federation of Teachers should dissolve within thirty days, they would immediately dismiss every member of the group.

They also announced that they contemplated increasing the teachers' salaries from \$1,200 to \$1,300 per year, but they refused to do so while the obnoxious Federation was in existence.

The Federation drew up a salary schedule providing for a maximum salary of \$1,800 per year. They took their schedule to the Labor Council through their representatives. The Labor Council immediately indorsed the new schedule and agreed to back the Federation to the limit in their fight for increased salaries. Furthermore, the President and Secretary of the Labor Council were appointed a committee to wait upon the School Board and present this schedule for their approval.

The meeting of the Labor committee with the School Board was a memorable one in that city. The Board refused to grant the increases asked and openly threatened to dismiss every member of the Federation from the service. To this threat the President of the Labor Council replied that he was aware that the Federation of Teachers was not permitted to call a strike to enforce its demands, but fortunately this right had not been denied to all other labor unions. He furthermore stated that the Labor Council was prepared to go the limit in case the school board insisted on curtailing the rights of teachers to

organize, a right that every American citizen should exercise if he so desired.

This speech was so unexpected that the School Board became strangely silent. No action was taken against the offending teachers although the salaries remained the same as before and the classes still consisted of forty to fifty students.

The Federation decided to launch an agitation for better salaries through the local press. Election day approached. Candidates for positions on the School Board appealed to the electors on the salary issue alone. With the aid of the labor party every one of the progressive candidates was elected. What a victory for the dozen staunch, red-blooded teachers! Even the press, which had been somewhat lukewarm throughout the fight, now openly espoused the cause of the teachers, and the new salary schedule became a reality.

The new Board from time to time had occasion to promote teachers to higher positions as vice-principals and principals in the school service. They reasoned that they wanted real men for these positions, and, as a result, George is still teaching his classes in mathematics at his \$1,800 per year, while many of his fellow teachers are earning nearly twice that sum in high positions in the service.

## The Advantages and Responsibilities of Labor Organization

An Address by Mr. James Mullenbach, Member of the Board of Education, before an Open Meeting of the Chicago Elementary Teachers' Union Local 199

I would like to speak about what we might call the fundamental values of the Union. The first concern is with wages or the methods of compensation. Strikes come from disputes over wages and from the arbitrary treatment of men and women who suffer under the industrial system. But I do not wish to dwell on the topic of Capital and Labor. That is fully described in the Master and Servant Acts in the several states. However, under that condition of industrial organization the employer knew his workers. He had among his workers people whom he regarded as his equals. And they were all working together as a family. The element of human personality entered largely into this order. The em-

ployer and the workers formed a class together and they had personal contacts with each other. The workers' disadvantages were modified by this personal contact, for each knew what the other was thinking about.

But today no such relationship exists. Imagine the President of the United States Steel Corporation in New York knowing, or caring, what Joe Pilshulski, a worker out in South Chicago, thinks about. Conditions in the factories today have destroyed this personal relationship. Among these conditions are, the disintegration of the trades, wherein only a minute portion of the entire process is performed by one workman, the introduction of piece work, the speeding up of production,

and the monotony of the work. This has resulted in a divestment of interest in the shops.

We had a head quality man over at Hart, Schafner & Marx. He is the man who passes on the quality of all the work that is done. One morning he came to work with a green overcoat of the cloth and style that was popular at the time. I admired the coat. He showed it to me with great pride and said that he had made it himself in his own workshop at home. He was proud of doing good work. Imagine, if you can, how proud a button-holer in our factory is when a coat is thrown down before her! The only thrill she gets out of it is to find out whether it is a two-button or a three-button coat. She has no pride in her work because she does only a very small part of the entire job and cannot feel the pride that comes with complete production.

The speeding up system and the monotony of the work tend to create emotional unbalance. One girl objected because she was asked to move her place to the second seat from where she had been working. She complained that she could do more and better work on the first machine. She said she had got used to that machine and that machines were just like people and had a way of their own that the worker had to get used to.

*The schools are sometimes criticized because the children do not fit into the present industrial system. The fault lies in the industrial system because it cannot utilize the cultural information and values which the children are taught. The fault is not with the schools but with the system. School people must not let the business group get us side-tracked. The fault is with the system when the child is not able to invest the cultural knowledge he receives in school in the industrial order.*

Our industrial system is organized on an autocratic principle and it has influenced our economic life. The man who hires capital also hires labor. This fact underlies all American industry—it is organized on an autocratic system. The heads of business control all the powers that are used in the production of the manufactured article. And it is all done on an autocratic principle.

Just after the war there was much talk about the "open shop." It was referred to as the American way of doing things. It was an attempt to take advantage of excess patriotism. But it

was contrary to the principles expounded by Jefferson when he said that governments derive their just powers from the consent of the governed. We have in the present industrial order an organization on a principle that is directly opposed to those of Jefferson. It is an autocratic organization. And an autocrat cannot know the truth. Who is going to tell him? Certainly not the worker, for he is afraid of losing his job if he tells about conditions. Certainly not the foremen so long as the work gets done. So, the owner, in an autocratic system, can never know the truth of things. The worker does not protest because of the fear that exists in the heart of every worker in the autocratic system. And so the man at the top doesn't know it. This is the real weakness that underlies industry organized on an autocratic basis. And it is the reason why they do not and cannot win through. Democracy must inevitably win through, in spite of its ups and downs.

The greatest problem that faces Labor—its real problem—may be divided into two phases. First: the attempt of Labor to organize and seize power. That is the first object of Labor. Get recognition of your Union. The employer will surrender much in the way of hours and wages rather than have to recognize the Union. But it is essential that he recognize the Union because in doing so he surrenders some of his power that was hitherto withheld. Sometimes an employer will let a strike take place to find out if the committee that asks for recognition of the Union is really representing the will of the majority of the workers. But employers have found this an expensive way and are usually ready to recognize the Union if a strike threatens.

Power is never given. It must always be seized. It is the last thing that a man will give away. An outstanding exception to this fact was the case of Hapgood who attempted for years to give control of his company to his employees. But they were fearful that there was something wrong with it. But when you seize power you have it.

The second real problem is what to do with the power after you have it—after you have seized the power. There is where the educational obligation rests upon the leaders. They must

(Continued on page 24)



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"God gives each man one life, like a lamp,  
Then gives  
That lamp due measure of oil;  
Lamp lighted—hold high, wave wide  
Its comfort for others to share."

—Robert Browning.

## Cutting School Costs

The most important question before the teachers of America today is the one of cutting school costs. Most teachers thought they had been already cut to the bone but that thought was based on the maintenance of the present education program. But the proponents of the economy plan have a different idea. They propose to cut school costs by curtailing the education program. Remove seventy-eight kindergartens in Washington, D. C., and a lot of money is saved, but at what a loss. Increase the teaching load, cut the curriculum to the three R's; money is saved but the loss in life is incalculable.

Accusations of waste in the schools are widely made but the teachers are not acquainted with any money waste. We need to have this word "waste" defined. The closing of these seventy-eight Washington kindergartens is waste of the worst kind, besides being a heinous crime against childhood.

There are cries also of corruption, but what kind of corruption. The criers refer to misappropriated funds. We are concerned also with corruption but of a different kind. The corruption that troubles us is the use of the schools for propaganda purposes, the control of text books by special interests, the manipulation of the curriculum by powerful corporations.

We do not want Johnny to use two pencils where one and three-quarters would do or Mary to spoil a sheet of scratch paper but the waste that stirs us is the waste of lives, of time and opportunity through large classes, overcrowded schools, an impossible teaching load, inadequate pay, long hours. The waste in teachers' and pupils' lives through these things troubles us greatly.

This cry of economy in school expenditures, this cutting down of school costs does not sound very good in the face of statistics. Out of an income of over \$90,000,000,000, this nation spent in 1926 2½% for education, 8½% in combating crime, and 22½% in luxuries.

2½% for education; 8½% for combating crime.  
2½% for education; 22½% for luxuries.  
2½% for education; 84 % for war.

But we hear no agitation against luxuries. We see more done to cut down school costs than to cut down crime costs.

Not the amount spent for education, but the small amount spent and the kind of education for which it is spent should excite the alarm of all those interested in education and progress.

### A New Plan for Increasing Teachers' Salaries

"Since salaries of professors are usually considered inadequate, Dr. Remsen B. Ogilby, president of Trinity College, has suggested that the instructors should have more time for outside work. Although he offers no definite plan as to how the arrangement should be made, he stressed strongly the growing necessity for shorter hours," we are told by the Philadelphia Teachers Association News Letter.

He says that two-thirds of the professors in our American colleges supplement their salaries by other earnings and that they do this work, according to their own statement, from necessity and not from choice.

It would seem that when we say that teaching is not a profession but a part time job, we are not mistaken. Dr. Ogilby at least agrees with us and the figures for college professors uphold us. If the figures for the public schools were at hand we are confident they would not be greatly different.

We find ourselves in agreement with this college president in the matter of shorter hours, but most decidedly in disagreement with the reason for the shorter teaching hours and the use of the hours not devoted to teaching.

A part time job can be made into a profession not by shorter teaching hours for further outside work but by adequate compensation for the teaching. Good teaching in our schools and colleges demands a fair salary, for economic security is a necessary postulate of good teaching.

Shorter hours and higher salaries to insure better teaching is our position.

To improve the teacher's economic position by giving him more leisure for work in another field is a new idea to us and we can but exclaim, Well, Well! What next?

### Unemployment of Teachers

Unemployment is an important social problem engaging the attention of all thinking people. This unemployment situation affects teachers as it does other classes, but for a different reason

and perhaps with even more grave social results.

In New York City alone, there are 3,000 teachers unemployed. We hear that too many pupils are attending the normal schools and that the output of teachers exceeds the demand. Let us see if there is not something other and more serious involved. In New York City there are about 32,000 teachers. To lower costs we will increase the pupils in the classes of these teachers from 40 to 50. Every four teachers receiving this increase will displace one teacher. These 32,000 New York teachers are taking the places of 40,000 teachers. 8,000 teachers have been made unnecessary by increasing the teaching load.

Well, what of it? Isn't that economy? Isn't that saving the tax payers money?

It certainly is not. The cost in efficiency of education is vastly more than dollars and cents. The loss to the lives of these children in that character building which can come only from close and intimate contact with a vital teacher cannot be measured. The loss to the Republic in upright, valuable citizens is not to be computed in taxes.

Thousands of teachers unemployed; the teaching load greatly increased; the homicide rate ranging from 12.7 to 66.8 per 100,000; the crime rate growing daily. Is there any connection between these?

### Democracy in Education

The basic principle of Democracy is that every individual shall be treated as an end within himself, not as a means to an end. From this conception is derived the obvious inference that in all the activities that the social order provides for the employment of human activities, the emphasis is placed, not upon the material element, but upon the human. In the light of this principle, the things of life must take second place in a society that is to call itself democratic.

This fundamental principle carries with it some significant implications:

First, it implies that every individual shall treat every other individual as an end within himself;

Second, that every individual shall be able to participate in the good of society on equal terms with every other individual;

Third, that every individual shall have the responsibility of seeing to it that every other individual shall have the right to participate in the

good of society on equal terms with himself;

Fourth, that provision be made for the all-round development of the individual in order that he may be able to make the maximum contribution to society in all of its vital interests;

Fifth, the recognition on the part of each that interests are mutually penetrating, that all co-operating for the well-being of all means the maximum growth of all;

Sixth, that the amelioration of the conditions of life shall be constantly and consciously sought.

How does the public school stand with reference to these standards of democratic organization and administration? "The school," says Dr. John Dewey, "has lagged behind the general contemporary social movement; and much that is unsatisfactory, much of conflict and of defect, comes from the discrepancy between the relatively undemocratic organization of the school, as it affects the mind of both teacher and pupil, and the growth and the extension of the democratic principle in life beyond school doors."

The American Federation of Teachers insists upon democracy in education. Its interpretation of the idea is a broad one, extending into all phases of organization and administration. It includes the relationship of pupil to pupil, teacher to pupil, teacher to principal, principal to teacher, administrator to principal, supervisor to teacher, teachers as a group to administrators and the board of education, and the public's attitude toward the support of public education. This principle applied to education means equal opportunities and advantages for all the children with favor to none and with discrimination against none. It implies, further, that education is a moral obligation that adulthood owes to childhood without regard to artificial stratification of society and to individual obligations of parents to children. That teachers should have a part in determining the conditions under which they are to carry on their professional duties, such as the choice of textbooks, salary scales, hours of work, construction of courses of study, size of classes, etc., is an implication not difficult to understand. They believe that only when the schools are operated in a thoroughly democratic manner is it possible for them to develop for the democratic society to which they are responsible the type of citizens that can take their places in a

social order requiring self-control and self-direction. Government will be safely democratic when its schools are really democratic.

W. J. SCOTT, in *The Atlanta Teacher*.

### "Yellow Dog" Judges Ignore Elementary Justice

Labor's opposition to Judge Parker's appointment as Supreme Court associate justice again puts the "yellow dog" in the limelight.

The "yellow dog" is enforced by an injunction judge.

The worker, in signing this alleged contract, surrenders his right to do a lawful thing—not to join a trade union while so employed.

The injunction judge accepts the fiction that a worker seeking employment is on an equal footing with a powerful industrial corporation.

This romanticism is only held by men who support injustice and who approve a pledge that is wrung from helpless job seekers.

The worker signs the "yellow dog" because he needs employment. He is not a free agent. The corporation takes advantage of his necessities. To provide food and shelter for himself and dependents he must place himself at the mercy of an employer who can enforce any condition he elects. The worker subordinates his independence to the will of another, and this mental attitude is reflected in every social and civic activity.

The "yellow dog" violates the first element of contract law—that an agreement is void if either party signs under duress.

To enforce this slave pact, the machinery of government is thrown on the side of employer.

This miserly procedure can only be defended by double-tongued injunction judges and the men who place them in office.

The "yellow dog" has proven an effective substitute for anti-strike legislation. Maryland, West Virginia and ten other States enacted compulsory labor legislation during the World War. This was accepted at that time, but was found to be unenforceable after the armistice.

Governor Allen of Kansas, now United States Senator, secured the passage of an anti-strike law in that State. The plan was wildly acclaimed by men who realized its serf significance.

This proposal was urged on the floor of the United States Senate by Senators Sherman of



Illinois, Poindexter of Washington and Myer of Oregon.

The scheme was wrecked by labor's unyielding opposition and employers turned to the "yellow dog" that fastens the worker to his job as securely as any anti-strike law.

The "yellow dog," from the employer's standpoint, is more effective than a statutory act. It is surrounded by the sacredness of contract and the awe with which many workers have been taught to look upon judges who can jail or fine for contempt of court any one who even suggests trade unionism.

A judge is unfit who fails to grasp the unfairness of the "yellow dog" and its absence of the first essential of a contract.

He also fails to apply a major principle of equity—that a plaintiff must come into court with clean hands.

Such a judge is unlearned in elemental justice and intellectual processes so necessary to decide issues that have developed out of our new economic life.

#### **Workers Oppose Judge Parker; He Aided Vicious "Yellow Dog"**

Judge Parker's appointment as associate justice of the United States Supreme Court is opposed by organized labor.

In a public statement President Green declared that Judge Parker's decision in the Red Jacket case shows that he placed property rights above human rights.

The Red Jacket (Consolidated Coal and Coke Company) case was a combination of West Virginia coal owners who secured an injunction from Federal District Judge McClintick. The order was appealed to the Federal Circuit Court of Appeals by the United Mine Workers.

Judge Parker, as a member of the appeals court, wrote the decision which upheld the lower court's defense of the "yellow dog" and swept every right from the unionists.

The Parker decision classed the miners' attempt to unionize West Virginia as a "conspiracy to interfere with interstate commerce."

"The decision," said President Green, "showed that Judge Parker placed property rights above and superior to human rights. He approved this injunction which virtually reduced West Virginia miners to approximately industrial servitude.

"The officers and members of the A. F. of L. believe that the attitude shown by Judge Parker in this injunction case reveals a judicial state of mind which totally unfits him for service as a member of the Supreme Court of the United States."

#### **GET BUSY ON NOVEMBER CONGRESSIONAL ELECTIONS**

The American Federation of Labor asks Labor to consider carefully the attitude toward labor measures of all candidates for election to Congress in the November elections. There is one important issue which for many years the American Federation of Labor and its affiliated organizations have striven to have enacted into law. That is, a law to prohibit the issuance of injunctions in labor disputes.

All members of trade unions are urged to submit to every candidate for Congress no matter what his political faith the following question:

"Will you vote for a bill to amend the judicial code and to define and limit the jurisdiction of courts sitting in equity, which will provide as follows:

"That no court of the United States shall have jurisdiction to issue any restraining order or temporary or permanent injunction in a case involving or growing out of a labor dispute."

If Labor expects to eliminate labor injunctions from the federal courts it must have a sufficient number of friends in Congress to bring about that result. Every member of a trade union should support by his vote only those candidates who have proved the genuineness of their service, or their desire for service, to the people and labor. There must be no apathy. Labor's attitude is well known. "Stand faithfully by our friends and elect them. Oppose our enemies and defeat them; whether they be candidates for President, for Congress or other offices; whether executive, legislative or judicial."

Let the slogan be:

"We will not vote for a candidate for Congress who is opposed to a law prohibiting the issuance of injunctions in labor disputes."

You better live your best and act your best and think your best today, for today is the sure preparation for tomorrow and all the other tomorrows that follow.—  
*Martineau.*

# The Value of the Union Movement to Chicago Teachers

Address by Marian C. Lyons, Chicago Women, Local 3, Before a Meeting of the Chicago Federation of Women High School Teachers

Members and Friends of the Federation of Women High School Teachers:

I am glad to speak to you upon this topic because the history of the movement presents a record of admirable accomplishments and the prospects of a successful future.

At our December banquet President Hutchins of the University of Chicago summarized the past efforts of organized labor to secure a free public school system by saying that a hundred years ago the workingmen's organization of New York demanded free education, as did the National Labor Union of 1866; that the American Federation of Labor in 1881 called for compulsory education, and also has stood for vocational and continuation schools.

## Reasons for Our Labor Affiliations

Many teachers in Chicago still ask us for the local reason of our labor affiliation. The best reason for it is that it has given us strong support in our efforts to improve public school conditions. Our connection with the Chicago Federation of Labor gives our delegates a chance to present to a large body of Chicago citizens our reports on the school situation here. The Chicago Federation of Labor is absolutely the only powerful body which will delay taking a stand on the local school question until it has heard the opinion of the class-room teachers. Not that in any way the labor group accepts the teachers' opinions as a whole but at least they are willing to listen to them and to discuss them sympathetically. In many cases this labor group has approved of our activities and objectives and has worked actively to assist us in gaining them. Since the children of the labor group attend the public schools, the group themselves are interested in such questions as over-crowded classes and over-worked teachers; they see that these will have an injurious effect upon the progress of their own children. Also this affiliation with labor has given us the privilege of using the radio WCFL, many times to present current educational topics to the public. The "Federation News" is open to our written contributions on the same topics.

Support from the State Federation of Labor

Again, our affiliation with the State Federation of Labor results in our delegates being appointed as members of its committee on education. On this state committee, our delegates have worked with the labor delegates on the state program for schools and have assisted in placing on that program such items as tenure, better teaching qualifications, and a cultural wage for teachers. They have supported us whole-heartedly in our efforts to get more liberal school legislation. Other organized groups in Chicago have shown that in the main they prefer to hear the opinions of school executives and administrators rather than those of the class-room teachers. You can see from this statement why we value our affiliation with labor and hope to find it a source of greater strength in the future.

## Affiliation with Labor Not Unprofessional

Some local teachers also consider our labor affiliation as unprofessional. Such opinion falls to the ground when we recall that such men as Professor Dewey, Professor Overstreet, Professor Joseph K. Hart and Professor Paul Douglas belong to our locals. The Actor's Equity affiliated with labor includes all the best actors and actresses. Mrs. Fiske and Ethel Barrymore certainly can not be called unprofessional; neither can be members of the Chicago Symphony Orchestra who belong to the Musician's Union.

## Some of Our Activities

In the 15 years of our existence, the Women's Federation locally has aided in increasing salaries and lessening the time from minimum to maximum salary from 10 years to 15 years. We have fought the lengthened day and over-loaded program for teachers.

## The Teaching Load

During Miss Berolzheimer's presidency a thorough canvass of teachers' programs was made, by which we found that the teachers' load in some schools was fairly well equalized, but in others, there was the practice of relieving a few teachers at the expense of many. As a result of the study, the Women's Federation recommended for aca-

demic teachers five classes with a maximum of 175 pupils per teacher and one free period a day. Our recommendations were presented by Miss Berolzheim to a meeting of the principals of high schools. As a result there was some equalization of the load in the following semester. We cannot claim any permanent lessening of the load as the constant increase in high school population combined with inadequate school revenue has so far negated our efforts. However, the Federation has put itself on record as being in favor of a reasonable equalized load for teachers, and it is continuing to bring pressure to bear wherever possible to secure it.

#### Group Insurance

The Federation was the first women's organization of teachers in Chicago to offer group insurance to its members. There have been excellent results and the prompt payment by the company in cases of sickness has been of immense value to those insured. Three years ago when the sabbatical leave was secured, the committee presenting the matter to the Board of Education contained two high school representatives and only two, Miss Berolzheim and Mr. Meade. Last June at Springfield our delegates worked successfully for the passage of House Bill 633, the revenue from which according to authoritative report has been responsible for the keeping open of the schools this year.

#### Help Given to Special Teachers

One group of teachers who owe their present salary schedule to the aid of the two federations is the Vocational Guidance Bureau. All of these are persons with college degrees and with additional special training. Their yearly salary was divided into twelve yearly installments and those for July and August called for regular work at that time. Their day was a seven hour day with a half day on Saturday. After having exhausted every means at their command, they appealed to the Federation of Women High School Teachers. After investigation of the situation, the Federation pressed for and secured a satisfactory adjustment. In a similar way the Men's Federation found a large group of their members on the limited certificate who were much dissatisfied with the administration's procedure for transfer to the general certificate group. The Federation formulated and secured the adoption of a much

simpler and juster method of transfer. An exceedingly effective piece of work this was and much appreciated by scores of teachers.

#### Councils

Both the Federation of Men Teachers and Federation of Women High School Teachers rendered major service in securing councils, in carrying them on while they lasted, and are now working for their re-establishment.

#### Workmens' Compensation Applied to Teachers

For many years Illinois has had a State compensation law which guarantees payment for injuries to employees while engaged in their work. This law has never been applied to teachers who may have been injured while in school and had to lose their salary for the subsequent absence. So far from securing compensation in such cases, teachers have lost salary in addition to bills for doctors and hospitals. Last year the Federation of Men Teachers secured the application of this compensation law to teachers, and the practice is now established locally as several teachers have secured such compensation. As far as we know, no other school district in the U. S. applies local compensation law to teachers.

#### Value of Separate Locals

Further through our affiliation with labor we have been able to work closely with the Federation of Men Teachers and the Elementary Teachers' Union. Several principals are members of the Men's and Women's Federations. This affiliation has therefore furnished us a practical and successful method of union of all teaching groups in Chicago. This method of uniting all the groups is decidedly better than a direct organization of all the teachers in a single large association. Each one of the locals has its own individual primary interests and, in addition, joint interests with the other locals. The first of these are worked out completely in the separate organization; the common interests are considered first by committees in a separate organization, each of which formulates its opinions and objectives. These are later taken up in joint committees which work out the formulation of resolutions and lines of action agreeable to all the member groups. This joint action is carried on with absolute equality of the groups and with none of them attempting in any way to dominate the other.



### United Action

After joint committees have completed their work, the union representatives appear before the Board of Education and the public as a single unit. The method results in the training of more teacher leaders, the completion of more work and more enthusiasm than would be possible in a huge, heterogeneous organization. This plan has worked so successfully that the public generally has learned to look to the union teachers for an expression of authentic teacher opinion.

### Co-operation with Other Teacher Groups

The Union teachers have always cooperated with other organized groups. One outstanding example of this is shown in our working at the present time with representatives of over twenty other local groups to prepare a joint legislative program and carry out action designed to secure its adoption. Unless adequate revenue is secured

by the action of a special session, the Chicago schools are likely to be closed two months next year.

### Other Affiliations

The Women's Federation is affiliated with the Cook County and the Illinois Federation of Women's Clubs and has applied for membership in the National Federation of Women's Clubs.

### Wide Interests of Union Teachers

There is no question affecting the life of the Chicagoan which is not of interest to the teacher unions. At the present time there are committees at work on qualifications for substitute teachers, on payments for absences, on adequate revenues for the schools, and on the method of opening and closing school semesters.

Our field of effective service is limited only by the willingness of our members to help on these and other committees.

## The Seattle Election

At a school election in Seattle, in March, one of the questions raised during the campaign, was whether the teachers in that city had the right to become affiliated with the American Federation of Teachers.

A resume of the facts in the Seattle situation follows:

Late in 1927, a local of the American Federation of Teachers was formed by a number of Seattle High School Teachers.

No negotiations with the Seattle Board of School Directors were ever entered into and no requests or demands were made upon the board.

In May, 1928, the Seattle board incorporated in the teachers' contracts a clause which prohibited the teachers belonging to any organization affiliated with the American Federation of Teachers.

The Seattle local endeavored to have the board enjoined from offering a contract with such a provision to the teachers, but failed.

In March, 1929, two of the five school directors were defeated for reelection, and one was re-elected.

In May, 1929, the prohibitive clause was continued in the contracts for another year, although Judge Austin E. Griffiths, newly elected board member protested the action vigorously.

In January, 1929, Superintendent of Schools

Thomas R. Cole, announced through interviews in the daily press, that he would refuse reelection as superintendent until after the school election, and that he would refuse such reelection if another board member holding the views of Judge Griffiths were elected director. He stated, that in the event of such election, the schools of Seattle would fall under union control. The press stated that Mr. Cole would sacrifice his \$11,000 position to accept a teaching position in the University of Washington at less than \$4,000 which he had been offered, if the citizens failed to elect a board unfriendly to unions.

A few days later, Mr. Cole announced that he would not consider continuing the superintendency in any event, and that he had accepted a position in the university.

Almost immediately, Dietrich Schmitz, defeated for reelection in 1929 by Judge Griffiths, and Frank S. Bayley announced their candidacies for director, endorsing the attitude of Mr. Cole.

Judge Griffiths became a candidate for reelection.

Donald A. McDonald, an attorney of high repute, also announced his candidacy.

Two other citizens announced their candidacies on an anti-union platform, but were induced to withdraw in favor of Bayley and Schmitz.

An organization calling itself the Citizens

School Committee sponsored the candidacies of Schmitz and Bayley and proclaimed that the issue was whether the unions should control the schools or not.

Campaign cards, circulars and letters were broadcast warning the people to remember Chicago. It was asserted that if other candidates were elected, the schools would be controlled from Chicago. All the financial difficulties of Chicago the past few months were attributed to the American Federation of Teachers.

The Citizens School Committee and its newspaper supporter alleged that the campaign of Judge Griffiths and Mr. McDonald, and also the campaign of 1929 when Judge Griffiths and Mr. Shorett had been elected were financed from Chicago. The newspaper went so far as to state that the campaign was being directed from the middle western metropolis.

The action of the executive committee of the American Federation of Teachers in voting \$500 to assist the Seattle local union in 1928, which fact was quoted from the American Teacher of

Sept., 1928, was taken as proof positive of such support.

The affidavit of the president of the Seattle local of the A. F. of T. that no money had been received from Chicago or any place outside of Seattle for campaign or other purposes did not prevent the candidates and their committee from continuing the charges.

Griffiths and McDonald who had never been connected in any way with labor organizations, even as attorneys, defended the rights of teachers to affiliate with a lawful organization, but did not advocate such affiliation.

The hysteria raised by the assertion that a recognition of the right of teachers to join the American Federation of Teachers would result inevitably in class domination of the public schools resulted in the following (approximate) vote:

Schmitz, 43,800; Bayley, 39,000, Griffiths, 37,400; McDonald, 33,200.

E. E. SCHWARZTRAUER,  
Portland, Local 111.

## Labor's Attitude Toward Peace

**Text of Address of Miss Mary Anderson, Director Women's Bureau, U. S. Dept. of Labor, Made Over the National Broadcasting Company System from the Studios of WRC**

The attitude of working men and women toward war and peace is something to which every Nation should give far greater heed. If this had been done in the past the world would have fewer wars to its discredit. The saying "history repeats itself" is not necessarily true, for it is within our power to make the history of the future. And if labor is to be given a greater say in the future than in the past as to the making of war, this appalling and illogical means of trying to settle quarrels between nations will become obsolete.

We have but to scan the pages of history or to look over the battle-scarred lands of Europe to realize how truly the fruits of labor are the spoils of war. What the workers build up by careful, patient toil through the ages, the machinery of war demolishes in a few brief hours. Homes, churches, towns, fields—the work of decades—are riddled with shot and shell, blown to atoms, or trampled under foot in the ragings of a few battles. Peace furnishes labor with the opportunity for steady skilful production of goods

making for the welfare of mankind and the prosperity of nations. War ruthlessly uses labor for its destructive purposes. It demolishes property, annihilates and cripples human beings.

Labor calls for men and women physically fit to turn the wheels of industry, to guide the plow, and to direct the pursuits of peace generally. War demands the physically strong men and hurls them into destruction, killing millions and maiming other millions, rendering them unable to return to the ranks of labor or to any gainful occupation. In time of war women are also forced to divert their energies from home pursuits to the manufacture of diabolical instruments of destruction.

In the aftermath of war when Nations struggle to pick themselves up from the ruins of war, labor suffers more than does any other group or class. Unemployment, one of labor's greatest enemies, always follows in the train of war and casts its blight on millions.

Whether we reckon in terms of war or peace, labor is a mighty force, in regard to both numbers

and ability. In our own country there are about 42 million men and women engaged in some kind of remunerative labor.

Labor's attitude toward peace is not inarticulate. Labor's views in regard to peace have been headed up and voiced in a number of ways. As far back as 1887 organized labor went on record as espousing the cause of international peace. At that time when representatives from the British House of Commons came to the United States in the interest of an arbitration treaty between nations the American Federation of Labor declared in convention by a unanimous vote for international arbitration as a substitute for war and its armaments in the settlement of international disputes.

In every important peace movement since, the American Federation of Labor has been found in the front ranks. Its most recent step was the adoption of a resolution in favor of the entrance by the United States into the World Court as a means of bringing about world peace through arbitration.

Shoulder to shoulder with the American Federation of Labor in its peace program has stood the National Women's Trade Union League. Women even more than men are eager for peace. It is woman, the mother of the race, the producer of men, who knows instinctively the cost of flesh and blood and sinew. She realizes more fully the waste of war. She has a keener sense of the value of human life than has her brother. Among all women the working woman faced with realities of life has the greater reason for protest against war. The working woman forced in time of peace to carry an economic burden knows full well that war with its wholesale destruction of men throws onto women's shoulders an even heavier economic burden, a burden that is both back breaking and heart breaking. Woman opposes the policy of greed, hatred and brutal war. She endorses a program of good will, justice and permanent peace among nations.

The National Women's Trade Union League of America which is the woman movement within the labor movement has been the spokesman for the nation's millions of women who work in factory and mill. Its 1915 convention sent to the President of the United States and to the members of Congress, a resolution endorsing the action taken by the representatives of many na-

tions assembled at the Hague, to protest against the horrors of war. The resolution pointed out that the interests of working women as women, as workers, and as mothers are peculiarly bound up in the achievements of peace.

Mrs. Raymond Robins for many years the National President of the National Women's Trade Union League acting as the spokesman of American working women at the International Congress of Working Women in Geneva in 1921, said, "Our first task as working women of the world to which we here stand dedicated is to make war against war." She further said, "Governments that can spend billions in destructive war must learn how to spend millions for constructive peace."

This group of working women was the first national women's organization to take a stand for the principle of world peace through the outlawry of war. This principle has since been accepted by the majority of the nations of the world in the Multilateral Treaty known as the General Pact for the Renunciation of War.

\* \* \*

In our city of Washington there is to me the most wonderful monument in this city of beautiful monuments. This is a memorial of peace. Almost within the shadow of the State, War, and Navy Building stands this noble reminder of amicable relations between nations—the Pan American Building. In appearance its harmonious architecture, heroic sculpture, and cultivated gardens are truly symbolical of the arts of peace. From the standpoint of usefulness it is a model of the maintenance of peace between nations. Within its walls a peace program is being constantly carried forward. This inspiring work of art is a fitting setting for the conference table around which gather representatives of 21 American republics.

They gather together with the same objective—to bring about and maintain amicable relations between nations. Just as labor believes firmly in settling all industrial disputes in the conference room, it believes firmly in adjusting all national disputes by representatives getting together and turning their cards face upward on the table.

*Destructive mob action on the part of unorganized workers as a means of combat is strongly opposed by labor. Labor points always to the conference table as the ideal means of settling*



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*all disputes, whether between capital and labor or whether between nations.*

\* \* \*

Today millions of us who belong to the ranks of the working men and women march with united front in the cause of permanent peace and justice. We are passing through an era of change such as we have never seen in the past. We realize that the great tide of public opinion in

favor of peace is steadily increasing. The opportunity to form a strong basis for permanent peace is offered to our present generation. Let us not waste our privilege and opportunity. It is within your power and mine to usher in a new birth, to realize a new vision of life. The call has come to us to write the word Peace so indelibly in our sky that future generations will never lose sight of it or swerve from its ideals.

## Unionism Among Intellectual Workers

By Michael B. Scheler

On July 6, 1928, the National Directorate of the Italian Federation of Intellectual Workers held a meeting in Rome and issued the following demands:

Unionization of all classes of intellectual workers, such as authors, artists and musicians.

Minimum wage for journalists.

Standard regulation of certain classes of intellectual workers.

\* \* \*

The International Federation of Dramatic Artists held its second congress in Paris, June 18-23, 1928.

At the Congress it was announced that two more organizations: the Spanish Actors' union and the British Actors' Association have joined the Federation.

The Congress addressed an appeal to the Governments of Europe to protect legitimate actors and actresses from the menace of broadcasting, talking machines and films.

National pension funds for aged artists were discussed and recommended to civilized nations.

\* \* \*

The British Institute of Journalists held its annual conference in Dublin, August 27-30, 1928. 500 delegates from Great Britain, Irish Free State, and overseas countries attended the sessions.

A resolution advocating a pension for journalists reaching the age 65 was proposed by the Pensions Committee.

More holidays with pay for journalists, a standard of minimum payments for writers of news, sports, correspondence, etc.—were some of the demands put up by the conference.

\* \* \*

The French Confederation of Intellectual Workers formed an agreement with a group of

Deputies and Senators to protect the interests of intellectual workers in Parliament.

\* \* \*

The French Union of Journalists held a meeting in Paris on June 29, 1928. Mr. Edouard Herriot, Minister of Education, delivered a speech in which he congratulated the journalists for their success in grouping themselves in a trade union without interfering with the freedom of thought so essential to intellectual workers. He expressed sympathy with the cause of intellectual workers.

\* \* \*

The Netherlands Confederation of Intellectual Workers at a recent congress called upon the government and legislature to settle the following pressing problems:

Conditions of appointment to positions

Collective agreements

Payment of salary during illness

Holidays with pay

Payment for overtime

Introduction of a Pension Scheme and many others.

\* \* \*

The Belgian Press Association held its fifteenth annual Congress in Dinant, May, 1928.

The principal topic of discussion was:

Salaries for Journalists

A scale of compensation, for different categories of writers, based on the present cost of living, was worked out and recommended to the employing-publishers.

\* \* \*

The Swiss Authors' Association has established a fund which will enable authors to secure loans without interest to tide them over during the intervals of writing books and the receipt of incomes from the books. The fund will be subsidized by the Association and the Government.

## Educating Future Citizens

By O. Myking Mehus, Department of Social Sciences, Northwest Missouri State Teachers College, Maryville, Missouri

There is a growing realization on the part of leading educators that our schools must prepare more effectually students to face the vital issues of modern living. Our schools in the past have been too far removed from everyday life. We, as teachers, have lived in a world apart from the stern realities of life. We seemingly have been teaching with the false notion that if we "train the mind" the child will be able to adjust himself to the real world when he gets his diploma. We have been doing this in spite of the fact that modern psychology has proven conclusively the unsoundness of the old doctrine of formal discipline and the transfer of training.

If we hope to develop boys and girls who can take an intelligent part in helping to solve the complex problems of our modern life we must acquaint them with these problems in the school room. This thought is well expressed by Kilpatrick of Columbia University in his book, "Education for a Changing Civilization" in which he says on pages 77-78:

"If our pupils are to grow into an adequate citizenship, they must with increasing age and with due regard to their growing outlook and interest become increasingly familiar with the problems of civilization. A proper study of 'frontier' thinkers should give us the necessary knowledge of the more important social problems likely in some form or other to confront the rising generation. That many of these problems will be controversial will, if they are handled wisely, but enhance their educative value. The effort is not to hand out solutions, but to develop methods of attack, to develop an intelligent appreciation of the problems themselves as well as an intelligent appreciation of facts pertinent to their solution. That the secondary school and college should greatly increase their work along this line is as necessary as it is probable."

This same attitude is taken in the Twenty-Sixth Yearbook of the National Society for the Study of Education, page 21, where it states: "One of the chief intellectual purposes of the school is to develop understanding of the institutions, problems, and issues of contemporary life." In other words, we cannot be satisfied by merely

teaching the events of the past ages—we must stress modern social problems and stimulate our students so they will face these problems with a clear vision and unprejudiced mind.

Following this same line of thought, J. W. Crabtree, Secretary of the National Education Association, declares in the N. E. A. Research Bulletin for September, 1929: "A school which merely meets the demands of yesterday or even of today, is not enough in as rapidly a changing civilization as that in which we are living. An analysis of the economic, social, and industrial changes which are now in process suggests that the public school curriculum must be built for a new world, if it is to function in the lives of the children today and tomorrow."

Not only must our pupils become conversant with the questions facing our country, but world problems must be discussed. We cannot live apart from the rest of the world, for we are all members of one large family and we must learn to live together harmoniously. The foundation for this state of mind must be laid in our public schools. This concept was well expressed by Dean Henry Lester Smith of Indiana University before the Section on International Cooperation of the Geneva World Conference on Education when he said:

"An important task before the world today is the creation of a new state of mind, a state of mind which will permit an understanding and appreciation of the character, attainments, and traditions of other people and which will transcend national boundaries without seeking to destroy them. Internationalism, properly interpreted, implies an extended conception of citizenship rather than a super-government with its consequent minimizing of national importance. Racial and national prejudices probably have their origin in part deep down in the early life of the individual, and can therefore to some extent be avoided or mitigated by a program of guidance which begins early and continues throughout the formative period of the individual. It is not impossible for the schools of the nations, working with such agencies as the church, the press, the home, and governmental institutions, to go far

toward producing a friendly world if they will do so."

Often the individual teacher is desirous of discussing present day problems, but she is handicapped in that she does not have available up-to-date and reliable material on modern questions. In order to help such a teacher we have gathered together a list of sources where material can be secured. The organizations that are listed below will send literature to teachers who request it. We suggest that the teachers file this material in large manila envelopes or in cardboard boxes. The teacher will find that in a short time she will have built up a reference library of authentic and reliable information on such questions as world peace, race relations, prohibition, juvenile delinquency, crime, child welfare, labor problems, health, and hygiene.

### World Peace

- National Council for Prevention of War, 532 Seventeenth St. N. W., Washington, D. C.
- Kirby Page, 347 Madison Ave., New York City.
- Committee on Militarism in Education, 387 Bible House, Astor Place, New York City.
- American Friends Service Committee, 20 South 12th St., Philadelphia, Pa.
- Outlawry of War, 134 S. La Salle St., Chicago, Ill.
- League of Nations Association, 6 East 59th St., New York City, Mid-West Office: 105 W. Monroe St., Chicago, Ill.
- Carnegie Endowment for International Peace, 2 Jackson Place, Washington, D. C.
- World Peace Commission, 150 Fifth Ave., New York City.
- Friends Book Store, 302 Arch Street, Philadelphia, Pa.
- Lucy Meacham Thurston, 4 Roland Ave., Roland Park, Baltimore, Md.
- Committee on Peace and Service, Rear, 154 N. 15th St., Philadelphia, Pa.
- Peace Committee of Society of Friends, 304 Arch St., Philadelphia, Pa.
- Women's International League for Peace and Freedom, 8 Jackson Place N. W., Washington, D. C.
- American Peace Society, 613 Colorado Bldg., Washington, D. C.
- Federal Council of Churches, 105 East 22nd St., New York City.

Women's Peace Society, 20 Vesey St., New York City.

Women's Peace Union, 39 Pearl St., New York City.

Fellowship of Reconciliation, 383 Bible House, Astor Place, New York City.

American Arbitration Crusade, 114 East 31st St., New York City.

World Friendship Among Children, 289 Fourth Ave., New York City.

World League of International Education Associations, 521 Phelan Bldg., San Francisco, Calif.

National Council of English Teachers, Estelle Downing, State Normal College, Ypsilanti, Michigan.

World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.

Foreign Policy Association, 18 East 41st St., New York City.

American Foundation, 565 Fifth Ave., New York City.

The World Tomorrow, 52 Vanderbilt Ave., Room 410, New York City.

Committee on Educational Publicity, 305 West 113th St., New York City.

### Race Relations

- Commission on Inter-Racial Cooperation, 409 Palmer Bldg., Atlanta, Georgia.
- National Urban League, 17 Madison Ave., Tenth Floor, New York City.
- National Association for Advancement of Colored People, 70 Fifth Ave., New York City.
- Federal Council of Churches, 105 East 22nd St., New York City.
- Woman's Missionary Council, M. E. Church South, 810 Broadway, Nashville, Tenn.
- Tuskegee Institute, Tuskegee, Alabama.

### Prohibition and Temperance

- Scientific Temperance Federation, Room 67, 400 Boylston St., Boston, Mass.
- Intercollegiate Prohibition Association, First and B. Sts. N. W., Washington, D. C.
- Board of Temperance, 100 Maryland Ave. N. E., Washington, D. C.
- Paul Coleman, 4202 Adams St., Kansas City, Kansas.
- Department of Moral Welfare, 832 Witherspoon Bldg., Philadelphia, Pa.



National W. C. T. U. Publishing House, Evanston, Ill.  
 Missouri W. C. T. U., 505 Boonville Ave., Springfield, Mo.  
 Ohio W. C. T. U., 302 Schultz Bldg., Columbus, Ohio.  
 American Issue Publishing Co., 110 S. State St., Westerville, Ohio.  
 American Issue, 911 Victoria Bldg., St. Louis, Mo.  
 Board of Temperance and Social Welfare, 412 Chamber of Commerce Bldg., Indianapolis, Indiana.  
 New Jersey Temperance Society, P. O. Box No. 253, Newark, N. J.  
 Gifford Gordon, Montevista Apts., 63rd and Oxford Sts., Philadelphia, Pa.  
 World Conference on Narcotic Education, 578 Madison Ave., New York City.  
 Boys Anti-Cigarette League, Room 611, 58 W. Washington St., Chicago, Ill.  
 No-Tobacco League of America, P. O. Box No. 578, Indianapolis, Ind.  
     Juvenile Delinquency and Crime  
 Big Brother and Big Sister Federation, 425 Fourth Ave., New York City.  
 Big Brother Organization, Rialto Bldg., Fourth at Olive, St. Louis, Mo.  
 Commonwealth Fund, 578 Madison Ave., New York City.  
 Boys Club Federation, 630 Graybar Bldg., New York City.  
 Judge Baker Foundation, 40 Court St., Boston, Mass.  
 Missouri Welfare League, 1574 Arcade Bldg., St. Louis, Mo.  
 League to Abolish Capital Punishment, 112 East 19th St., New York City.  
 National Probation Association, 370 Seventh Ave., New York City.  
 Division of Probation, State Department of Correction, Albany, N. Y.  
 Central Howard Association, 605 Transportation Bldg., 608 S. Dearborn St., Chicago, Ill.  
 National Committee on Prisons and Prison Labor, 4 West 57th St., New York City.  
 National Society on Penal Information, 5937 Grand Central Terminal, New York City.  
 Chicago Crime Commission, 300 West Adams St., Chicago, Ill.

Massachusetts Civic League, 3 Joy Street, Boston, Mass.

#### Child Welfare

Child Welfare Committee of America, 730 Fifth Ave., New York City.  
 Child Welfare League of America, 130 East 22nd St., New York City.  
 National Child Labor Committee, 215 Fourth Ave., New York City.  
 Children's Bureau, U. S. Department of Labor, Washington, D. C.  
 National League of Women Voters, 532 Seventeenth St. N. W., Washington, D. C.  
 General Federation of Women's Clubs, 1734 N. Street N. W., Washington, D. C.  
 Visiting Nurse Association, 830 Monroe Bldg., 104 S. Michigan Ave., Chicago, Ill.

#### Labor Problems

American Association for Labor Legislation, 131 East 23rd St., New York City.  
 National Economic League, 6 Beacon St., Boston, Mass.  
 American Association for Old Age Security, 104 Fifth Ave., New York City.  
 National Consumer's League, Room 1129, 156 Fifth Ave., New York City.  
 Carl D. Thompson, Suite 1439, 127 N. Dearborn St., Chicago, Ill.  
 League for Industrial Democracy, 112 East 19th St., New York City.  
 National Women's Trade Union League, 311 S. Ashland Blvd., Chicago, Ill.  
 American Civil Liberties Union, 100 Fifth Ave., New York City.  
 Information Service, 105 East 22nd St., New York City.  
 Social Service Bulletin, 150 Fifth Ave., New York City.  
 Conference for Progressive Labor Action, 104 Fifth Ave., New York City.  
 Social Trends Magazine, 412 Chamber of Commerce Bldg., Indianapolis, Ind.  
 Editorial Research Reports, 839 Seventeenth St. N. W., Washington, D. C.  
 Federated Press, 112 East 19th St., New York City.  
 American Federation of Labor, Ninth St. and Mass. Ave., Washington, D. C.  
 United Garment Workers of America, 621 Bible House, New York City.

Union-Made Garment Manufacturers' Association, 557 Monadnock Bldg., Chicago, Ill.

Sherwood Eddy, 347 Madison Ave., New York City.

Co-Operative League of America, 167 W. 12th St., New York City.

Vanguard Press, 100 Fifth Ave., New York City.

The Consumers Club, 47 Charles St., New York City.

National Association for Benefit of Middle Age Employes, 507 Fifth Ave., New York City.

The People's Lobby, 39 Bliss Bldg., Washington, D. C.

#### Wholesome Motion Pictures

The Educational Screen, 5 S. Wabash Ave., Chicago, Ill.

National Board of Review, Room 1200, 70 Fifth Ave., New York City.

National Indorsers of Photoplays, R. R. M. Box No. 39H, Indianapolis, Ind.

Harrison's Reports, Room 1866, 1440 Broadway, New York City.

Indiana Indorsers of Photoplays, 4543 Guilford Ave., Indianapolis, Ind.

The Parents' Magazine, 255 Fourth Ave., New York City.

Visual Instruction Service, Iowa State College, Ames, Iowa.

#### Protection of Birds and Animals

National Association of Audubon Societies, 1974 Broadway, New York City.

American Humane Association, Humane Society Bldg., Albany, N. Y.

The Humane Society, Central Police Station, St. Joseph, Mo.

American Humane Education Society, 180 Longwood Ave., Boston, Mass.

The Animal Rescue League, 51 Carver St., Boston, Mass.

American Society for Prevention of Cruelty to Animals, 50 Madison Ave., New York City.

Western Pennsylvania Humane Society, 832 Biglowe Blvd., Pittsburgh, Pa.

Latham Foundation for Promotion of Humane Education, Latham Square Bldg., Oakland, Calif.

Nature Magazine, 1214 Sixteenth St. N. W., Washington, D. C.

American Tree Association, 1214 Sixteenth St. N. W., Washington, D. C.

National Board of Fire Underwriters, 85 John St., New York City.

#### Boy and Girl Scouts

Boy Scouts of America, 2 Park Place, New York City.

Girl Scouts, 670 Lexington Ave., New York City.

Camp Fire Girls, 41 Union Square, New York City.

#### Parent-Teacher Associations

Missouri Parent-Teacher Association, 226 Kirkpatrick Bldg., St. Joseph, Mo.

National Congress of Parents and Teachers, 1201 Sixteenth St. N. W., Washington, D. C.

#### Health and Hygiene

Metropolitan Life Insurance Co., One Madison Ave., New York City.

Bureau of Education, Department of Interior, Washington, D. C.

United States Public Health Service, Surgeon General, Washington, D. C.

Children's Bureau, Department of Labor, Washington, D. C.

Bureau of Home Economics, Department of Agriculture, Washington, D. C.

Missouri State Board of Health, Health Commissioner, Jefferson City, Mo.

Missouri Social Hygiene Association, 3221 Locust St., St. Louis, Mo.

Missouri Tuberculosis Association, 2221 Locust St., St. Louis, Mo.

American Red Cross, 1709 Washington Ave., St. Louis, Mo.

American Foundation for the Blind, 125 East 46th St., New York City.

Eye Sight Conservation Council, 706 Otis Bldg., Washington, D. C.

National Society for Prevention of Blindness, 370 Seventh Ave., New York City.

Missouri Commission for the Blind, 1908 Locust St., St. Louis, Mo.

American Society for Control of Cancer, 25 West 43rd St., New York City.

Dairymen's League Cooperative Association, 11 West 42nd St., New York City.

National Dairy Council, 307 N. Michigan Ave., Chicago, Ill.

National Health Council, 370 Seventh Ave., New York City.

State Board of Health, Division of Child Hygiene, Jefferson City, Mo.

American Medical Association, 535 N. Dearborn St., Chicago, Ill.

Cleanliness Institute, 45 East 17th St., New York City.

National Safety Council, One Park Ave., New York City.

Association for Improving Condition of Poor, 105 East 22nd St., New York City.

American Seating Co., 14 East Jackson Blvd., Chicago, Ill.

International Society for Crippled Children, Elyria, Ohio.

Missouri Society for Crippled Children, 511 Central Mo. Trust Bldg., Jefferson City, Mo.

Institute for Crippled and Disabled Men, 245 East 23rd St., New York City.

Practical Home Economics, 468 Fourth Ave., New York City.

American Eugenic Society, 185 Church St., New Haven, Conn.

### TEACHING OF HISTORY

The April issue of the NEW ERA will be devoted to the subject of History Teaching and will be dedicated to the LEAGUE OF NA-

TIONS in commemoration of its Tenth Anniversary. Among the contributors are:

|                      |                   |
|----------------------|-------------------|
| Dr. G. P. Gooch      | H. G. Wells       |
| Prof. Alfred Zimmern | W. H. van Loon    |
| C. H. B. Quennell    | Sydney Herbert    |
| Dr. G. H. Green      | Prof. J. E. Lloyd |
| D. Dymond            | F. C. Happold     |

Daniel C. Knowlton.

This special issue is intended to help those who see in history teaching the possibilities of laying the foundations for peace, who believe in the necessity of training for citizenship and who realize that a knowledge and appreciation of world as well as of national history is necessary to the citizen of today.

Accounts of work done along these lines in State, Private and Public Schools in England and abroad will be included, as well as illustrations of children's work in both half-tone and colour.

Those who are anxious to obtain the April New Era ( $\frac{1}{2}$  post free) should send a post card to the New Era, 11 Tavistock Square, London, W. C. 1. As the issue is limited, advance orders are the only sure way of obtaining a copy.

## Teachers' Retirement in California

### Review of State Salary Commission Report

By R. W. Everett, Sacramento, Local 31

California is in the position of several other states that established Teacher Retirement Funds on a social pension, rather than an actuarial basis. This was done in 1913 with a \$500 retirement salary. At the present time, due to the shrinkage of the dollar, \$500 is insufficient; but neither the state authorities nor the tax-payers are willing to increase that amount on the basis of the present teacher payment, which is \$12 a year for 30 years.

The 1927 Legislature authorized the appointment of a commission of five, under the chairmanship of Alexander Heron, who was also the head of the State Board of Control. Two members of the Commission were directly connected with the schools, and half of the cost was borne by the California Teachers Association. The total cost of the survey and the actuary's report amounted to about \$20,000.

The demand for this study had been empha-

sized by two previous actuarial reports of 1919 and 1924, each of which had pointed out that the scheme was, from the actuary's point of view, insolvent. In spite of these pessimistic reports, the fund has grown, in seventeen years, from nothing to about \$3,500,000. But, if this looks fairly prosperous, it must be borne in mind that this is due to two factors. The first is that about 80% of the teachers retire before their fifteenth year and receive no retirement salary; the other factor is the rapid growth of the teaching group during the past decade and a half. Also we discover that the average age for retirement is thirty-three years of service instead of thirty because of the insufficient retirement salary.

After discussing the above facts, the report takes up the study of the different angles of the problem. It holds that thirty years is not necessarily a safe limit, as many teachers enter the profession at twenty or twenty-one years of age;



hence, a minimum age for retirement of fifty-eight or sixty is suggested. They recommend a flat rate rather than a step rate plan of retirement salary. The chief problem was how to get from the present unsound to an actuarially safe system, and at the same time raise the retirement salary to a figure high enough to actually take care of a superannuated teacher. The report points out that to take care of the teachers already retired will require \$1,800,000 more than are in the fund at the present time. This leaves all those who have not retired without anything to show for the money that they have already put in, and with nothing to take care of them when they wish to retire. It is this later group, especially those who have now taught more than ten years, that seriously complicates the problem. Where is the money to come from to take care of these people?

The Commission recommends the following scheme: The teacher entering service shall contribute an amount per year which, with compound interest, will produce an annuity of \$450 at sixty years of age. The State giving an equal amount produces a total annuity of \$900 a year. In case the teacher continues to teach until sixty-five, the annuity will then amount to \$1,250 a year. No further increase is allowed after sixty-five. Specifically a teacher entering at twenty would pay \$56 a year, while if he entered at thirty he would have to pay \$94. If the teacher leaves service before the age of retirement, except for disability, the money paid in with its accumulations is returned.

For teachers having less than ten years of service the above scheme would be applied with only slight modifications. For those who have taught more than ten years a somewhat different plan is suggested. The present \$500 retirement salary is to be taken as a basis with the teacher paying \$30 per year without refund in the event of withdrawal. In addition to this contribution, the teacher would make a "savings bank" deposit sufficient to give a life income of \$200 a year at age sixty. The State then matches this additional deposit, making a total retirement salary of \$900 at age sixty. If service continued to age sixty-five the salary would become \$1,059.

The Commission feared that there was no Constitutional way of increasing the \$500 retirement

fund for those who have already retired, although there are many cases where the people are in serious need.

The Commission's Report was not published until the middle of the last session of the Legislature. Before that time the Rochester Bill, not on an actuarial basis, had been introduced. Attempts to compromise the Bill and the Report were not entirely successful, and opposition developed among the teachers also, with the result that the Bill died in the Finance Committee, as the actuaries stated that it would commit the State to an added expense of from \$10,000,000 to \$14,000,000.

The Retirement Committee of the California Teachers Association is working on the problem and hopes to have something definite to present to the next Legislature.

#### REAL ESTATE BOARD VS. TEACHERS' UNION

The Executive Committee of the Atlanta Public School Teachers' Association published a reply to resolutions adopted by the Atlanta Real Estate Board. The Resolutions set forth criticisms of the Board of Education for putting before the public the need for more funds to carry on the school program. The reply from the association meets the criticisms made by the Resolutions and shows that Atlanta is at the bottom of the list for cities of 100,000 or more in cost per pupil. The teachers point out the increase in real estate values that always attends the building of schools and warn the Real Estate Board that in attempting to pull down the public schools they are pulling the temple down on their own heads.

#### CONFERENCE ON INDUSTRIAL RELATIONS

On February 21 and 22 the Students' International Union held a Conference on International Relations. A group of 38 students representing 34 American colleges attended this Conference. Professor Parker T. Moon presided at two of the sessions and Dr. Herbert Feis at a third. The purpose of the Conference, which is held annually is to stimulate interest in international relations and to select scholars for a more intensive study of world problems in Geneva. For the past five years the Union has awarded scholarships to students of different countries for six weeks seminar at Geneva.

# ILLITERACY IN THE UNITED STATES

Letter to Secretary of the Interior Wilbur  
A. F. of T.'s Position on Illiteracy Problem

March 4, 1930.

Honorable Ray Lyman Wilbur,  
Secretary of the Interior,  
Washington, D. C.

My Dear Mr. Secretary:

On behalf of the American Federation of Teachers, I wish to say to you that we view with concern and great alarm the methods which you, through your National Advisory Committee on Illiteracy, are advocating and advancing, in this movement of national moment, to wipe out illiteracy in the United States.

You are fully aware, I am sure, of the deep interest which the American Federation of Teachers has in this highly significant piece of work. You know, no doubt, also, of the assistance which our Research Department gave to our parent body, the American Federation of Labor, a number of years ago when that body launched its first active attack on this problem.

Hence, you realize that our interest has not just been aroused by the dramatic appeal now being made. Our interest has been and is continuous.

We realize full well that the Advisory Committee on Illiteracy is entering upon a stupendous piece of work. America should stand among the highest in literacy. As a matter of fact she stands probably between sixth and tenth. Authentic figures are not available at this writing as the Office of Education refuses to give them.

The interest of President Hoover has been demonstrated by the appointment of this commission. Undoubtedly it is expected a careful definition of "literacy" will preface any program. If literacy is interpreted as the ability to read a few especially learned words and to write one's own name, the program is greatly simplified. Such ability, however, will not mean that we have a literate population rather than a large illiterate one. Programs which hold up illusions of literacy must be guarded against and those programs adopted which are definitely based on the *fact* of literacy, which includes the establishing of the reading habit.

As teachers we ask how long it takes to acquire a habit and so set it that it remains with us through life? The near illiterates are as help-

less as the absolute illiterates in the work of the world.

New York State has decided upon a **FOURTH GRADE** literacy. This really means giving power to the adult to become a reader. Every large professional educational organization calls for practically the same type of program.

We challenge the wisdom of announcing to the nation as a whole, through the public press, that an absolute illiterate can be given the power to read a newspaper and write letters by taking a short course of lessons. (The manual suggests twenty-four lessons.) We also definitely state our belief that if this is done within the next six weeks, as has been announced, and that if people who have learned to write their names and read a few stumbling words in the newspaper are to be classed as literates, and our place in the literacy of the world is to be raised thereby, the cause of literacy will be definitely and seriously harmed.

If we are classed as the most literate nation, we shall not be able to conduct a true educational program to establish real literacy, because there will apparently be no need.

If thousands, truly millions, of illiterates will have been assured that they can learn to read and write by taking a short course of lessons, the discouragement and disillusionment that will follow in the majority of cases will plunge these people into a state so much darker than their previous one that there will be no hope for them.

Let us have a true statement of our deplorable condition in the 1930 census and let the National Advisory Commission on Illiteracy work out a program fitted to the facts obtained from this statement and based on such scientific research of the adult's ability to learn as Thorndike's experiments in adult learning, in which it is shown that the adult can learn with approximately as great speed as the adolescent child, but *not more rapidly*.

Only the intellectual giants can master reading and writing habits in a few months. The average child does not have power to read comprehensively for several years, an article comprising a miscellaneous vocabulary.

May we also very frankly tell you that the announced method of the campaign is so unsound socially and educationally that some of our finest

citizens will despair of the movement, and regard it as but a political gesture? Your manual prepared by the executive committee says: "The writing of certain things has been suggested for nearly every lesson, because of the paramount importance of those things. They are: The name and address, and the sentence, 'I can read and write'."

In lesson four, which is after one sixth of the course as planned is over, you still instruct the teacher to have students *trace* copy, and *copy* their own names. As you know, many illiterates can trace and copy words. Yet in lesson six in which you still continue to have the students trace copy, you have the students trace the sentence, "I can read and write." And, Sir, this is in lesson six after one-fourth of your course has been completed.

Do you not think that serious minded persons may very validly question whether this campaign is truly one to help the illiterate, or whether it is but a means of enabling those who are at present illiterate to cover their illiteracy when the census enumerators appear in April?

We are mindful of a very fine survey which is being made on the entire question of teaching adult illiterates by a sub-committee on technique. Would it not be safer, and certainly saner, to allow the work which is to be done to be based upon the findings of this survey rather than to hurry through a superficial, pseudo efficient campaign which by enabling men and women to write their names when the census enumerator comes will deny them the opportunity of becoming literates and better citizens?

And as the national organization of class room teachers we feel that we must call to your attention the fact that your committee while including many men and women of national repute does not give proper recognition to the class room teacher, to the men and women who have done the greatest amount of actual teaching in the field of Adult Illiteracy.

This matter, we feel, is of so grave importance, that we ask you, Sir, to give it your immediate intimate attention.

Respectfully yours,

FLORENCE CURTIS HANSON.

Deep-seated wrongs are not righted by a few weeks' sensational publicity.

## ILLITERACY DRIVE STARTED BY LABOR; NOT INCLUDED ON ADVISORY BOARD

The present drive against illiteracy in the United States was started by the A. F. of L., but the labor movement is not represented on the recently-appointed National Advisory Committee on Illiteracy.

Organized workers who are watching this anti-illiteracy movement are asking if the committee's program is but a political gesture for the benefit of certain sections, and if the ability to write "I am not illiterate" will wipe out illiteracy.

A nation-wide study of illiteracy was made three years ago by Miss Selma Munter Borchardt, vice president and legislative representative American Federation of Teachers, an affiliate of the A. F. of L.

Miss Borchardt refused to accept at their face value the compulsory school attendance laws in every State. She showed that most of these laws "actually don't compel."

"There are so many exceptions in some cases that there are really no laws at all," said Miss Borchardt. "And the excuses aren't even high sounding ones. Too poor; too far from school; not enough seats in the school, or any 'unusual case' are exceptions.

"First, there are the poverty exemption laws. In our rich, prosperous land, 'the land of opportunity,' children are excused from school if they're too poor to attend. Seventeen of our States have some form of poverty exemption clause in their school attendance law.

"In some of the States like South Carolina, Texas and Nebraska, children who are needed to support a parent are excused from attending school; in other States, like Arkansas and Florida, the exemption is a little more limited, saying that children need not be educated if they are needed for the support of a widowed mother. In Tennessee they may remain illiterate if they cannot buy suitable clothing in which to come to school. Connecticut recognizes as a legal excuse for non-school attendance, inability to supply books.

"But no matter how this poverty clause is worded, the effect is the same; poor children are not being educated simply because they are poor. And this holds true in 17 States, representative of every part of our country. The economic



waste to the community is great; the loss to the people involved is greater. Can these children ever fully recover from that feeling of degradation to which the 'poor' label has subjected them?

"Poverty should not be allowed to beget poverty. Certainly the law shouldn't give its sanction to the practice."

### THE AMERICAN CIVIL LIBERTIES UNION ATTACKS ALIEN REGISTRATION BILLS

The American Civil Liberties Union has issued a pamphlet attacking the alien registration bills now pending in Congress, characterizing their proposal as "a monstrous system of espionage."

The bills, which are of two types, one calling for voluntary, the other for compulsory registration, are especially supported by the Department of Labor.

The Union particularly condemns the introduction of the voluntary registration bills as so much camouflage, since voluntary registration clearly would not accomplish the result at which the Department of Labor aims.

Pointing out that the registration of aliens would be a menace to the liberty of citizens as well, since it would open the way to their registration, the pamphlet continues to condemn the proposed measures on the ground that they would lead to constant intimidation of our alien population of 7,000,000 people, to blackmail and extortion, to additional lawlessness and law evasion, and to a multiplication of petty cases in our courts.

Privilege, to hold and enlarge its power, reaches into every phase of our social and political life. It controls business men through bank credits, newspapers, through advertising and would sway churches and fraternal organizations.

No organization or institution is immune from these overlords, who would silence criticism and check rebuke.

Profiteers, thus entrenched, raise the cry "radical" whenever workers would improve living conditions or wrest control of their lives from those who hold, as Louis of France, "I am the State."

### ADVANTAGES AND RESPONSIBILITIES OF LABOR ORGANIZATION

(Continued from page 5)

educate their group for a sense of responsibility for the proper use of that power.

As a Union it cannot afford to have a representative who is misusing the power of the Union, for that power will pass out of the hands that misuse it. (Mr. Mullenbach cited the case of Hart, Schafner & Marx losing their power to the Union because of the misuse of power by the foremen in the shops. He further cited the case of a Union representative who was misusing his power and interfering with the work of the employees by talking to them and preventing them from working. After a conference he was satisfied from the evidence that the Union representative was guilty. He asked that all the Union representatives in the shop meet with him for a conference. At this conference he impressed upon all of them the fact that they got their power originally because some bosses in the shops had misused their power. And he warned them lest they fall into the same abuse of power.)

When you have once seized the power it is necessary to use that power responsibly, considerately, and judiciously with the feeling of a double responsibility—a responsibility to your own union and a responsibility to industry. Mr. Hillmann counselled his Union workers to know more about the business than the owners because they had to earn their living at that business—they must keep it going and they must stay on the job. The owner could go to California or to Florida. But the workers had to stay right there on the job. And they had to have a job to work at.

The way out of the present scheme of things is through organization of workers who are conscious of their possession of power and of their responsibility for the use of it. As teachers there is a greater responsibility than upon other groups in the Labor relationship, because teachers have the education and the experience that fits them for the responsible use of power. The Labor movement is to be congratulated because the teachers have joined with Labor.

Ethics is in origin the art of recommending to others the sacrifices required for co-operation with oneself.—(Logic and Mysticism, by *Bertrand Russell*.)

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## WORLD LEAGUE OF INTERNATIONAL EDUCATION ASSOCIATIONS

521 Phelan Building

San Francisco, California

Honorary President  
Dr. Ray Lyman Wilbur

Director  
Mrs. Alice Wilson

The members of the World League of International Education Associations (High School students) on this Good Will Day, May 18th, 1930, are sending through the columns of this paper, a message to all the High School students of the World, (through the kind offices of the teacher reading these few lines) asking them to join with them in the work they have undertaken, viz: to train themselves in a more tolerant and sympathetic attitude toward peoples of other countries and to devote their energies in creating a better understanding among the next generation.

The World League of International Education Associations was founded in Girls High School, San Francisco, California, in January, 1925. There are now about one hundred International Clubs, members of the League in High Schools in the United States and abroad.

There are no dues and no specific rules. The only requirement is the signing of a pledge in the form of a membership card which reads as follows:

".....We, the.....Club of .....School hereby declare our intention to join the World League of International Education Associations.

We understand that this League is entirely non-political and non-sectarian, its sole aim being to try for a better understanding of peoples of other countries, and to develop towards them a spirit of tolerance and good will. We also understand that joining this organization, carries with it no other obligation than working together towards the common aim."

The Honorary President is Dr. Ray Lyman Wilbur, Secretary of the Interior, U. S. A. The League has been endorsed by prominent educators in this country and abroad, and is recognized by, and cooperates with a large number of international organizations, of kindred aim and thought.

For further information, communicate with the office of the League, 521 Phelan Building, San Francisco, California.

## ASK SUPPORT OF MINISTERS IN DRIVE ON CUSTOMS CENSORSHIP

An appeal to ministers of all denominations to support the amendment to the tariff act taking the power of censorship of foreign books away from customs officials has been broadcast in a circular from the American Civil Liberties Union signed by the Rev. Harry F. Ward of New York.

The Union asks the ministers to write their senators supporting the move by Senator Bronson Cutting of New Mexico to end the hundred-year-old censorship by customs officials. This censorship, Senator Cutting has pointed out, has excluded many world classics as obscene.

The Union's position is that courts alone should have the power to determine what is obscene. The letter points out that under the amendment suggested, customs officers would still have the power to apply for a warrant to seize books and take the issue into court under State laws. Under the present law, it is practically impossible for importers of books to appeal customs' officials ban and to get the issue of "obscenity" before the courts.

The Union's appeal follows opposition by the so-called religious lobby in Washington to the amendment already adopted by a narrow margin in the Senate, cutting out censorship by customs officers. A reconsideration of the vote is due in the near future when the amendment comes up for final action.

## INDUSTRIALISM IN THE SOUTH

Donald R. Richberg in an address at Birmingham, Alabama, before the District Conference of Southern States Leagues of Women Voters balanced the material gains that will accrue to the South from the industrial development against the spiritual values that may be lost sight of in making these gains. To make clear his point he reviewed something of the political corruption that followed in the wake of development of industry in the north.

To the extent that the present development of the Southern states is being promoted by men who live elsewhere, who are alien to the traditions and spirit of the people of the South, Mr. Richberg sees political corruption, exploitation of the workers and attendant evils.

"When you see the public utilities and the private factories of the Northland marching into the South-

land," he said, "you may realize that they are not only bringing in alien ideas, alien interests, new industrial problems and conflicts, and the troubles arising out of absentee ownership and control of the wealth of the community, with inevitable changes in social conditions, but they are also bringing into your political life the forces of an alien and menacing control of government for the private profit of those who live elsewhere."

He emphasized the "Un-American attitude toward Labor, which characterizes so many of the great industries of the North" which he defined as "The denial to men of the right to organize themselves for mutual aid and advancement," as a new and great menace to the ideals of the South. There is truth in his criticism of the attitude of Northern industrialists toward Labor organization but what assurance is there that Southern capital is any more fair or generous to the worker?

The great problem that he sees facing the industrial South is one that the industrial North has failed to solve.

"How can you encourage the material development of a community, encourage the production of wealth under the system of modern industry; utilize the great capacity of financiers and industrial organizers to bring about a greater production and exchange of the goods and services that make life more comfortable and attractive; and at the same time how can you prevent the control of your government and your very lives from passing into the hands of men wielding the great but corrupting power of money? How can you preserve your ancient liberties; your self-respect; your ideals; your standards of decent living? How can you preserve even the security of life and property from destruction by those anti-social forces, which have become so powerful and which have so degraded life in the great industrial centers of the nation?"

The problem is not new but the acuteness of the situation in the South forces a realization of its importance.

## TEACHERS GIVE BOSSES O-O

By Harold Z. Brown

Federated Press

Real job control, with a voice in choosing their own supervisors, is how the New York Teachers' union interprets its slogan, "Democracy in Education."

For this reason the union recently reversed Tammany school board procedure in a manner likely to make school politicians sick. It sent out a questionnaire asking its 500 high school

members to say what they think of 35 candidates for 5 vacant high school principalships.

Harassed, drudging teachers, used to being "rated," "scored," "tested," and "appraised," by their "superiors," were asked to give a frank opinion on the merits and shortcomings of the men under whom they must work. Incidentally they were asked to say if they knew of other applicants more qualified.

It was a terrible shock to the established school order when mere teachers, acting through their own organization, dared to ask themselves and answer such questions about their future bosses as the following:

"Is the candidate a person of integrity of character, or does he quibble on issues involving honesty? Have you noted the psychological effect on candidate of power granted to him? That is, can he stand having authority? How do children regard him? Do you believe candidate has used political, religious, or fraternal influences to further his personal ambitions in the school system? Would you like to work under candidate if he were chosen high school principal?"

Finally, each teacher was asked to rank the candidates reported in the order of their fitness for a principal's job—reporting only such candidates as were personally known to him. On the basis of this information, the union compiled a list of the 35 approved candidates, showing 5 rated by teachers as highly competent, 5 as not competent, and 8 in a middle group where favorable opinions cancelled an equal number of unfavorable verdicts.

All these facts were sent by the union to the Board, with a letter protesting against political influence in school appointments, saying that "if the educational authorities of New York wish to eliminate the paralyzing and degrading influence of politics, they can do it," and urging the board to reconsider the 170 applicants at first rejected.

## CHARACTER

It is not what a man gets, but what a man is, that he should think of. He should first think of his character, and then of his condition. He that has character need have no fear of his condition. Character will draw condition after it.—*H. W. Beecher.*

When moral courage is in the right, there is no personal daring of which it is incapable.—*Leigh Hunt.*



## RUSSELL TELLS HOW BONNER BETRAYED PUBLIC WELFARE

Washington—(FP)—How F. W. Bonner, executive secretary of the Federal Power Commission by grace of Secretary of the Interior Wilbur and the power trust, betrayed the public welfare in blocking effective opposition to power trust greed, was told the Senate interstate commerce committee, Feb. 18, by Charles Russell, solicitor of the Commission. William V. King, chief accountant for the Commission, waited to reinforce this testimony next day. Senators Couzens, Dill, Pine, Wheeler and Wagner were astounded at Russell's disclosures.

Russell testified that even before he came over to the Power Commission from the Interstate Commission, July 1, last, Bonner called upon him to meet in conference, in Bonner's office, the lobbyist for the Electric Bond & Share Co., M. O. Leighton. He said that Bonner told him that King would not be admitted to this parley; that Russell had listened enough to King, and now should "hear the company's side" as to federal inspection of the claims as to investment made by power companies seeking federal licenses for development of federal power sites.

Leighton, according to Russell, began by telling him how to run his job as solicitor. He advised Russell to use his influence to make King "lay off" his inquiries into details of alleged pre-license investment submitted under oath by the companies.

Sen. Wheeler asked the significance of that advice.

"It meant," replied Russell, "that Mr. King had insisted on getting the facts as to just what money had been spent by the applicant for a federal power site, and for what purposes. For instance, there was an item of \$140,000 which the Byllesby concern charged up as part of its investment in three Minnesota power projects, which was actually the amount paid to a lawyer named Flynn for lobbying. It was labelled as lobby expense, yet the consumers of electricity must pay for 50 years a return to the company on this item, and at the end of the lease the government must pay the \$140,000 back to the company as part of the recapture price."

Flynn, of the firm of Cummins, Romer and Flynn, was credited with having lobbied for fed-

eral legislation desired by the power interests, in the years 1917-21, when the Federal Water Power Act was being debated and passed and put into operation.

Another time of \$700,000 in the valuation claimed by a Pennsylvania power company for a new development, Russell testified, was apparently due to lobbying and other similar expense, though the government had thus far failed to discover what the money went for.

Chairman Couzens and Senators Wagner, Dill and Wheeler asked for details on the Niagara Falls Power Co. deal which has created scandal in the Commission for months past. Russell showed that he and King had fought Bonner on this issue—the question of the company's claim to \$77,000,000 old valuation and to an additional item of \$1,500,000 involved in a roundabout deal whereby some small business concerns surrendered 225 second-feet of water to the government in order that the big company might be granted this water. Russell testified that at least \$30,000,000 of the company's old valuation was based on nothing but its privilege of using water that the government had permitted it to use. On the afternoon before Russell took the stand, Bonner sent to the Niagara Falls Power Co. the adverse opinion Russell had rendered on this false valuation three months before. The item of \$1,500,000, said Russell, was illegal. If granted, it could be used to further inflate the capitalization of the company \$110,000,000, since the company is using 20,000 second-feet of water.

This Niagara Falls testimony gave the senators some light on the reason why electricity costs the consumer twice as much, on the American side of the Falls, as on the Ontario side where public ownership prevails.

Russell told the committee that the Electric Bond & Share and other holding and management companies are clearly subject to federal regulation, as being engaged in interstate commerce.

Science is the irreconcilable foe of bogeys, and therefore a method of laying the conflicts of the soul. It is the unfrightened, masterful and humble approach to reality—the needs of our natures and the possibilities of the world. The scientific spirit is the spirit of democracy the escape from drift, the outlook of a free man. Its direction is to distinguish fact from fancy; its enthusiasm is for the possible; its promise is the shaping of fact to a chastened and honest dream.—(Drift and Mastery, by *Walter Lippmann*.)

## BOOKS

*"There is no frigate like a book  
To bear us lands away."*

—Emily Dickinson.

### INDIA, FROM THE OUTSIDE IN AND INSIDE OUT

This "*Case for India*," by John S. Hoyland, is one of the fairest, most constructive and sympathetic analyses of India and its manifold problems that has been presented so far in the attempt to unravel the multitudinous threads that bind India to the wheel of subservience. Mr. Hoyland discusses the question both from the viewpoint of the Englishman, the outsider looking in, and the Hindu, the insider, looking out; each feeling that the other's system is wrong and theirs the only possible approach to a sublime state of perfection in living.

The author has spent more than fifteen years in India, in close contact with its people and its particular interior strife. He feels that the only possible solution for India is freedom from such strict parental authority as Great Britain now exercises over her, Great Britain to act merely as an arbitrator, a strong wall against which India can find support. He points out that the very fact that the Hindu system has for three thousand years withstood, to a degree, invasion, famine, and all sorts of catastrophe, is ample proof that the Hindu mind is not entirely idealistic, "but has the power of rendering ideas operative in practice, by the creation of institutions and systems designed to embody those ideas in concrete actuality."

He cites the Englishman's attitude toward the Colonies in 1770, as a comparison—no one seriously thought the colonies were capable of self-government. No one considers India capable of self-government. He feels that the power to govern can never be really developed without an opportunity to attempt it. He frankly says that unless India is released a tragedy "far greater than the tragedies of 1775 and 1920" will result; that only through Great Britain's allowing India her freedom can she hope to retain India within the fold of the British family of Nations.

Mr. Hoyland not only gives his own opinions

but those of leading Indian statesmen such as Mahatma Gandhi and Tagore. He cites incidents where the British military authority has blundered immeasurably in refusing to give even the slightest consideration to the Indian point of view. He feels that in dealing with India one must have an understanding of the Indian religious mind as well as its economic and political minds, for religion is the dominating factor of Indian life.

His whole analysis is sympathetic, understanding, and tinged with a fine appreciation of the fundamentals of the situation that are so often ignored by military and state authorities. His book is a splendid defense of the case for India.

\* \* \*

"THE CASE FOR INDIA," by John S. Hoyland. Publication date, Feb. 6th. Price, \$2.00. E. P. Dutton & Co., N. Y.

### UNEMPLOYED CAN READ HOW EMPLOYED WORK TOO HARD

By Robert W. Dunn  
Federated Press

The speeding up of workers in America's big "open shop" plants is described in a new college text book by S. Howard Patterson,\* professor at the Wharton School of the University of Pennsylvania, the school that once booted out Scott Nearing for economic heresy.

The professor admits that industrial plants—presumably those owned by the very Philadelphia capitalists who support the Wharton School—are characterized "not only by excessive hours of work, but also by very fatiguing conditions of labor. . . . Instead of strength and skill, machinery demands an alertness and a dexterous rapidity which youth alone can give." Which means that men are fired at 40 or 50.

"Speed, noise, smoke, monotony and other characteristics of modern methods of production are responsible for the strain of modern industry which makes for excessive fatigue and eventual superannuation," says Patterson. "The nervous strain of industry has been greatly increased, and fatigue is mental as well as physical. Some of the chief reasons for the fatiguing character of modern industry are its intense speed, its dull monotony, and its incessant noise.

\*S. Howard Patterson, *Social Aspects of Industry*, a survey of Labor Problems and Causes of Industrial Unrest, McGraw Hill Book Co., \$5.00.

"Constant attention, continuous alertness, and physiological adjustment to an automatic rhythm are as tiring as great muscular exertion. The frequent menace of physical danger and the constant compulsion of the machine or the foreman increases this nervous tension. . . . By the use of machinery it is possible to speed the worker to his greatest possible exertion by forcing the human eyes and fingers to keep pace with those of electricity and steel."

Food workers will be interested to know that the professor recognizes their plight when he adds: "In canneries and biscuit factories, automatic conveyors can be geared deliberately to that rate of speed which corresponds to that of the fastest laborers. Workers, new or old, who cannot maintain 'the pace that kills' are forced to quit." And this is true of practically every industry today.

He also mentions the contribution of speedup to piece work, pace setting, and gang driving, and concludes that "the speed and strain of modern industry, accompanied by many dangers and disagreeable features, are responsible for the physical fatigue and nervous exhaustion of the workers which finally results in a general superannuation or in some specific occupational disease."

The book deals briefly and in a general way with such topics as income and standards of living, poverty and "prosperity," social insurance and unemployment, unions and employers' welfare schemes. The final sections on socialism and syndicalism reflect the usual pro-capitalist view point of the goose-step academician. The author makes no claim for originality "except perhaps for the hazardous attempt to cover so large a field in one volume."

Workers classes and libraries may use the book with profit. It carries an unusually generous list of collateral readings and references at the end of each chapter.

#### **WALL ST. ON TRIAL IN FLOYD BOOK** By Grace Hutchins Federated Press

A mock trial of Wall St., charged with insanity, is set forth in an amusing and valuable book, *People Versus Wall St.*, by William Floyd.\* Out of the mouths of capitalists themselves the author

\**People Versus Wall Street* by William Floyd. Vanguard Press, New York, 1930. Price \$2.50.

puts together an indictment of the new capitalism.

Henry Ford, speaking as "just a plain business man" on the witness stand, explains unemployment in 1929 with the following statement:

"I'll tell you why the great majority of men not at work today are in that condition—it is simply because they did not do their best while they had a job."

John D. Rockefeller, as the defendant "Mr. Wall St." himself, remarks "I take off my hat to organized labor," and immediately comes the prosecutor's follow-up question:

"Q. Does that mean you recognize labor unions? A. Certainly not."

By their own utterances, cleverly quoted in answer to the prosecutor's questions, one capitalist after another reveals the secret of making the highest possible profits while paying the lowest possible wages, under the guise of a more "considerate and saner capitalism." Footnotes give the capitalist's name.

Labor writers and others will find the quotations handy on many occasions. The book lacks an index which would make it more easily usable for such reference.

#### **UPTON SINCLAIR TELLS HOW TO BEAT THE MARKET**

By Art Shields  
Federated Press

Now Upton Sinclair tells us how to beat the stock market. His advice is better than a course in the Harvard School of Business Administration, where the professors dare not be frank about financial practise. Sinclair tells us how in his novel of business success *Mountain City*,\* the story of Jed Rusher who rose from a ranch boy to \$50,000,000 in 30 years.

The way to beat the market is not to study corporation reports from the outside. Jed Rusher's smart lawyer described such molasses as of the "Christmas, birthday, and dance-card variety." The way to beat the market is to manipulate securities from the inside. Thus, Jed Rusher's oil company would run fictitious signals of distress. Its huge surpluses would be hidden by imaginary liabilities. Its directors would pass a dividend and the price of Tarbucket oil shares would hit the toboggan. Meanwhile Jed and his gang

\**Mountain City*, By Upton Sinclair, Albert & Charles Boni, \$2.50.



would lend the surplus to themselves and sell Tarbucket short, making millions on the drop. Then they would catch the market on the low and get 60,000 more shares than they had before. Six months later the company would advertise a surplus and issue stock dividends, securities would soar and Jed would unload, making millions again.

Jed Rusher was a puritan capitalist, a devout Methodist. He rigged the market. He bribed and blackmailed. He even plotted to commit fornication with his employer's 14-year old granddaughter with the hope of crashing into a rich family by way of a shotgun marriage. But that was a matter of business, not lust of the flesh. And aside from that affair he was as moral as Rockefeller, not drinking, smoking, playing poker at night nor committing other transgressions that interfered with his bucaneeering efficiency.

What Denver will say of *Mountain City* will be jolly. Newspapermen will chuckle at the portraits from life and none should be merrier than those who have worked for the well known Colorado publisher who got his start as a bartender and once boasted at a Chamber of Commerce banquet that "When I took in a silver dollar I would toss it to the ceiling, and if it stuck, it belonged to the boss, and if it came down, to me." This cynical pirate made his biggest money out of the news not fit to print, suppressing the scandals of Mountain City society for a price.

As the success story of a multimillionaire, Sinclair's latest novel has briefer workers' scenes than *Oil* and *Boston* and *The Jungle* but those brief scenes are poignant bits of human suffering. The cattle ranch hands, burned and frozen by the weather and their children underfed; the farmers sinking deeper and deeper into debt while their little ones crawled among the sugarbeets missing school—their misery hurts because it is so real. Sinclair is more than our best muckraker, he is America's outstanding labor novelist.

I have often wondered that persons who make boast of professing the Christian religion—namely, love, joy, peace, temperance, and charity to all men—should quarrel with such rancorous animosity, and display daily toward one another such bitter hatred that is, rather than the virtues which they profess, the readiest criterion of their faith.—*Spinoza*.

## THE ELEMENTARY ENGLISH REVIEW

The Elementary English Review, which is edited and published by C. C. Certain of Detroit, Michigan, has recently been adopted by The National Council of Teachers of English as their official organ in the field of elementary school English. Membership in elementary school English in the Council now carries with it a year's subscription to The Elementary English Review without additional charge.

Negotiations were completed this fall, and the September and October issues of The Review carry the imprint of The National Council of Teachers of English.

The Elementary English Review will publish official papers of The Council dealing with various aspects of elementary English, such as composition, reading, spelling, grammar, literature, and auditorium and library work.

Since its first issue, almost seven years ago, The Elementary English Review has been the only periodical dealing exclusively with the teaching of English in elementary schools. Its circulation extends throughout the United States, Hawaii, Virgin Islands, and the Philippine Islands.

In addition to adopting The Review as an official organ, The Council is further developing its organization in elementary English by the appointment of a committee on elementary school English to plan a program of activities in this field. Elementary school teachers desiring to become members of The National Council of Teachers of English should address their applications to 4070 Vicksburg Avenue, Detroit, Michigan. The annual dues are \$3.00, which include copies of all publications by The Council and a year's subscription to The Elementary English Review.

## SCHOOL-LEAVING AGE IN ENGLAND

A bill has been introduced into parliament for the purpose of raising the age at which children in England and Wales can leave schools to fifteen. This extends the school-leaving age for one year. It is estimated that the cost of this additional years schooling would be about £3,000,000 for the first full year and after 1938 when the building schedules would be completed £2,500,000. If the bill passes it will go into effect on April 1, 1931.

## Local News

### WASHINGTON, LOCAL 8

During the current school year, the Washington Teachers Union, Local 8, has worked on the following problems: sabbatical leave for teachers; testing in the junior high schools; the lengthened school day in the senior high school; matrons for the elementary schools; status of the school librarians; vocational schools; adequate clerical force for the research department and distribution of text books in the senior high schools; maintenance of Group B efficiency.

A serious situation which the Union is making every effort to adjust is the transfer of seventy-eight kindergarten teachers to the grades. Washington along with the rest of the country is suffering from the movement to cut down school costs and curtail the education program. Is there no other way to economize in Washington than by taking from the small children their kindergartens? There was a time in America when robbing babies was considered the most heinous of crimes.

A very successful benefit performance was given at the National Theatre on the evening of April 8. The play given was "Brothers" and the result was most gratifying, artistically, socially and financially.

### ST. PAUL WOMEN, LOCAL 28

A series of meetings were arranged by the Federation of Women Teachers for the purpose of presenting to the teachers of the city the candidates for the city offices. The meetings which were held on three successive Monday evenings were well attended.

The Welfare Committee of the Federation is holding a series of conferences that will continue until members from all schools, representing the various departments of work, have been consulted on what problems concerning the schools and the teachers shall be included in a program of action, and on the methods by which they shall be solved.

### SACRAMENTO, CALIFORNIA, LOCAL 31

At the February meeting Mr. Leader of the Junior College spoke on the philosophical salary background offering bases for establishing the amount of salary: (a) A comparison of salaries

paid elsewhere; (b) The amount a teacher with a family of four should receive.

Motion made and carried that a resolution be sent to our United States Senators Shortridge and Johnson to support Senator Cutting in his effort to prevent the establishment in the United States of a mental and moral censorship by customs officials of imported papers, booklets, and books.

Motion made and carried that a resolution be sent our United States Senators requesting their favorable consideration of the World Court and the Kellogg Pact.

Mr. Everett made the following motion: Be it resolved that the president be instructed to appoint a committee of three members to confer with the Administration of the School Department on the following points: (a) The cooperative formulation of a code of professional standards for persons employed in the department. (b) The setting up of the necessary machinery through which the Administration and the Federation may cooperate in the maintenance of such standards; provided, however, that before conferring with the administration such committee shall submit for approval or disapproval a tentative scheme for accomplishing the previously mentioned ends.

R. H. THURMOND, Secretary.

### ATLANTA, GA., LOCAL 89

The Atlanta Public School Teachers' Association has recently enjoyed and profited from the visit of Mrs. Florence Curtis Hanson to this city. On Saturday, March 15, the officers of the Association enjoyed luncheon with her at the Georgian Terrace Hotel and at the general meeting, called on the following Friday, the teachers found her address stimulating and helpful. It was particularly so as her discussion of school conditions in other parts of the country made us see our problem in a better light. This problem of ours is one of lack of sufficient finance for schools. Council has not appropriated enough money to run the schools on the present program. We face a deficit of money for two months at the end of the year if we continue as at present. This condition is made harder for us because of the rule Council has passed requiring that teachers' salaries must be set up for the whole year. At present, we are working without a budget. A

cut in salaries is imminent unless we can bring about some change. Facing this situation, the Teachers are taking the stand of supporting the present school program and of endeavoring to secure enough money from Council to sustain it.

Our teachers functioned actively in the recent election for County Commissioners here. Committee work consisted in securing from the candidates for election answers to questionnaires which pertained to school conditions and in seeing that our teachers were registered to vote. Whereas we have not asked for a definite report, we are convinced that a great per cent of teachers did vote.

The Teachers' Association has, through the press, declared itself entirely back of the present educational program of the schools. In that way, it has answered the Real Estate Board which attacked this program. We stand pat on the fact that the present program is modern, efficient, and up-to-date in all respects.

M. LOUISE SMITH,  
Office Secretary.

#### BROOKWOOD, LOCAL 189

The Washington Birthday Conference held at Brookwood was very satisfactory. An account of the proceeding is to be published. The next event of importance on the Brookwood calendar is Graduation Day on May 9th.

Telegrams were sent to the New York senators protesting the censorship of books by government officials and also alien registration.

Four members of the Local will assist at the Barnard and Bryn Mawr Summer Schools for women in industry.

David J. Saposs' new book on the French Labor Movement has reached its final stage.

#### GRAND FORKS, N. D., LOCAL 205

The March meeting, a "dinner meeting," proved highly successful. A large number of the members was present and a member of the Board of Education was a guest.

At the present time the Local is considering affiliation with the State Federation of Labor.

Increase in membership has warranted the appointment of a new member to the council.

VIONA C. HANSEN,  
Recording Secretary.

#### MILWAUKEE VOCATIONAL TEACHERS LOCAL 212

Most of the meetings of Local 212 have been concerned with organization. Now that organization work has been completed attention is being directed to increasing the membership. This is being done by personal solicitation and meetings to which all prospective and eligible teachers are invited. Tenure and salary schedule are receiving attention and will continue.

#### PENNSYLVANIA LOCALS

The locals recently organized in Luzerne county, Pennsylvania—Nanticoke, Hanover, Plains and Wilkes-Barre—have very quickly got down to business. A joint committee of these locals is drafting a teacher tenure law. Ex-Governor Pinchot, candidate for governor at the next election, was waited upon to secure his views on the subject. Progress is being made.

The membership is attacking its problems with much interest and sense of responsibility.

#### SAN FRANCISCO, LOCAL 215

Last week a charter was received in this city from the American Federation of Teachers for a local of administrators in the local field. The new organization started off with a goodly number of charter members and gives promise of being a lively union. After the installation of officers a delegate to the Labor Council was elected.

*Labor Clarion*

Good news! We live and learn, and every day we get better and better.

#### LARKSVILLE, LOCAL 220

Organization of Larksville borough school teachers into a unit affiliated with the American Federation of Teachers has been effected. Charles Kutz of Harrisburg, representative of the State Federation of Labor, was in charge of the organization meeting. Joseph Keating was elected president; John L. Boney, vice-president; Esther C. Barry, recording secretary and Anna Jennings, financial secretary.

Larksville is the sixth local of the American Federation of Teachers to be established in Luzerne County. It is welcomed most heartily into the Federation family.

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## The American Federation of Teachers

*Fourteenth  
Annual Convention*

*Memphis, Tennessee*

*June 30 to July 3, 1930*

Headquarters Hotel Peabody

# American Federation of Teachers

506 South Wabash Avenue  
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The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

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*Democracy in Education:      Education for Democracy*

"The American Teacher" is published monthly by the American Federation of Teachers. Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.